ED 429 167 AA 001 308

Resources in Education (RIE). Volume 34, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 429 168 CE 077 861

Garcia, Federico E.; Joy, Ernest H.; Reese, David L.
Effectiveness of the Voluntary Education Program.
SPONS. AGENCY- Department of the Navy, Washington, DC.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Cost Effectiveness; Higher Education; Labor Turnover; *Military Personnel; *Military Training; *Outcomes of Education; Program Costs; Program Effectiveness; Promotion (Occupational); Regression (Statistics); Student Attitudes; Student Financial Aid; Tables (Data)
IDENTIFIERS- *Navy; *Voluntary Participation

The Navy's Voluntary Education (VOLED) program provides off-duty sailors seeking to enhance their professional and personal growth with educational opportunities integrating various continuing education. VOLED's four major components are tuition assistance, the Program for Afloat College Education (PACE), academic skills learning centers, and education centers. Cost-benefit analyses of VOLED's components were conducted by analyzing the following: tuition assistance data for approximately 510,000 students; instructor PACE data (approximately 63,000 records); data on technology PACE (approximately 22,000 records); 20,200 files on sailors who participated in orientation briefs on the PACE program, and records for all 2,230 courses offered at Navy schoolhouse

ED 429 185 CE 078 425

Entrepreneurial Gazelles "Informalize" the Learning Curve.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Cooperation; Entrepreneurship; Futures (of Society); Informal Education; Informal Organization; Interpersonal Relationship; *Job Skills; Mentors; Organizational Change; *Organizational Climate; *Small Businesses; *Teamwork

Small and mid-sized companies provide substantial opportunities for many U.S. workers. The nature of work and the culture of workplaces are changing as dramatically as the employment statistics. A company's success or failure may ride on the knowledge and skills of a handful of employees. Employees in small and mid-sized companies--both highly trained professionals with advanced degrees and front-line workers--are wearing more hats; they need specialized skills to perform their jobs and more general skills, such as the following: business skills, computer and mechanical skills, quality management skills, problem-solving skills, and social skills. In such companies, the nature of work changes from project to project, and, in a constantly changing business environment, every project demands fresh thinking from talented professionals. The new rules of work are flexibility and fluidity. For many businesses, their business is about "finding out what is next" before the competition does. Employees must share knowledge and information, exchange ideas, and create bold solutions for clients and customers. A physical work environment that fosters collaborations features large, open workspaces in which employees are able to interject new ideas into colleagues' open work groups. A new notion of workplace learning is co-mentoring: rather than a pairing of older and younger workers, mentoring involves people of any age sharing knowledge. (YLB)

ED 429 186 CE 078 427

Kerka, Sandra
Creativity in Adulthood. ERIC Digest No. 204.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Development; Adult Education; Adult Educators; *Adult Learning; *Aging (Individuals); *Creativity; Creativity Research; Lifelong Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

Popular misconceptions about creativity include the following: it is limited to a few unique individuals, it declines seriously with age, and it is associated with uniqueness or innovation. As the focus of creativity research has shifted from examination of the personality traits of creative individuals to examination of the social and environmental factors that affect creativity, thinking about creativity in general and

ED 429 203 CE 078 451

Payne, John; Thomson, Alastair
Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
SPONS. AGENCY- Trades Union Congress (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cooperative Programs; Coordination; *Distance Education; Educational Cooperation; Foreign Countries; Information Technology; *Job Training; *Labor Education; Labor Force Development; *Lifelong Learning; *Partnerships in Education; *Unions
IDENTIFIERS- *University for Industry (Great Britain)

This report focuses on trade unions in Britain as negotiators for and providers of education and training, either alone or in partnership with employers and educational institutions. Section 1 introduces the report's aims. Section 2 gives an overview of union involvement in education and training. It also introduces the tensions within current union approaches to education and training that reflect uncertainties in both workplace education and training and in plans for the University for Industry (UfI) initiative. Section 3 explains the rationale behind UfI, takes an inclusive view of UfI, summarizes the contents of the UfI prospectus, and explains how information and technologies can encourage and inhibit participation in lifelong learning. Section 4 looks at recent experiences of the Trades Union Congress and individual unions in negotiating for skills development in the workplace. It suggests how these can form a springboard from which unions can inform, influence, and contribute to the development of UfI. The section considers the following: different aspects of the skills agenda; motivation, guidance, and learning; negotiating for learning in the context of changing working practices; and priorities for trade unions. Section 5 looks at unions as providers of lifelong learning opportunities. Section 6 develops proposals for specific trade union roles within the UfI concept. Appendixes contain 18 references and resources and a glossary. (YLB)

ED 429 204 CE 078 452

Crowther, Jim, Ed.; Martin, Ian, Ed.; Shaw, Mae, Ed.
Popular Education and Social Movements in Scotland Today.
PUB DATE- 99
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; Community Education; *Consciousness Raising; Cultural Context; Cultural Differences; Democracy; Disabilities; Educational Change; Educational Objectives; Educational Theories; *Educational Trends; Empowerment; Essays; Foreign Countries; Instruction; Labor Education; Minority Groups; Muslims; Politics of Education; *Popular Education; Racial Discrimination; Religion; *Social Action; *Social Change; Teaching Methods; Trend Analysis; Unions; Womens Education
IDENTIFIERS- Latin America; *Scotland; *Social Movements

ED 429 222 CE 078 479

Merrifield, Juliet; Bingman, Mary Beth; Hemphill, David; deMarrais, Kathleen P. Bennett
Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Disadvantaged; Educational Anthropology; Educational Research; *Illiteracy; Literacy Education; Social Environment; *Technological Literacy; *Technology
IDENTIFIERS- *Appalachia; *California

This book develops an understanding of literacy and illiteracy through the life stories of 12 adults from diverse backgrounds living in the United States, 6 in Appalachia and 6 in California. Part 1 provides a summary of three areas of research offering insights and descriptive data about literacy: ethnographic studies of everyday literacy, studies on workplace uses of literacy, and research on problem solving in everyday activities. It describes the study on which the findings that comprise the remainder of the book are based. Part 2 contains the six profiles from the Appalachian region, with an introduction to the region and people. Part 3 summarizes the role of literacy and technology in their everyday life, their expectations and beliefs about literacy and technology, and how they view the demands placed on them by their social and personal contexts. It outlines barriers and incentives they identify to furthering their own literacy skills and examines how literacy affects their social relationships. Part 4 contains the six profiles from the California Bay Area, with an introduction to the region and people. Part 5 summarizes everyday uses of literacy, everyday technology use, and literacy demands and economic realities. It outlines the barriers and incentives to learning and addresses use of literacy in social and community relationships. Part 6 synthesizes findings relating to literacy, technology, and learning across all profiles. (Contains 48 references and an index.) (YLB)

ED 429 223 CE 078 482

Munby, Hugh; Chin, Peter; Hutchinson, Nancy L.; Young, Jonathan
Co-operative Education: Studies of Learning from Workplace Experience.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Cooperative Education; Educational Research; *Experiential Learning; Hands On Science; High Schools; *Integrated Curriculum; *School Business Relationship; Student Experience; Veterinary Medicine; Vocational Education; *Work Experience

Case studies were conducted of four female cooperative education (co-op) students who participated in two 4-month co-op

ED 429 242 CG 029 106

Stovell, Karienne, Ed.
Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; At Risk Persons; Children; *Community Services; Elementary Secondary Education; Financial Support; *Fund Raising; High Risk Students; Outcomes of Treatment; Outreach Programs; *Prevention; Program Development; Program Evaluation; Youth

Information about current prevention practices is provided in a comprehensive resource. An overview of different prevention approaches and how these models have been implemented in a variety of programs is presented. Techniques for outcomes research, other kinds of prevention studies, and funding opportunities are linked to a framework for reducing the impact that substance use, HIV/AIDS, truancy, violence, pregnancy, suicide, and other mental health problems have on young people. Six areas are covered in chapters: (1) "Getting Started" tells how to get started doing outcomes, and demonstrates how to use the information for program feedback and continual quality improvements; (2) "Theory & Practice" provides an overview of prevention research including risk and protective factors, pathways, and prevention models; (3) "Program Outlines" provides profiles of actual prevention programs including philosophy, methodology, outcomes, and tools; (4) "Proposals & Reports" covers how to write effective grant proposals and reports; (5) "Funding Resources" lists publications on funding including government and foundation funding opportunities for prevention programs; (6) "General Resources" lists organizations and places to go for information and support. Presented in short, concise chapters, this guide provides a solid introduction to prevention technology. Text contains marginal "editor's notes" and boxed tips. (EMK)

ED 429 243 CG 029 130

Dorman, Rebekah L.; Moore, Douglas J.; Schaerfl, Caroline A.
Planning, Funding, and Implementing a Child Abuse Prevention Project.
PUB DATE- 99
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Abuse; Children; *Community Services; Elementary Secondary Education; Financial Support; *Fund Raising; High Risk Students; Needs Assessment; Outcomes of Treatment; Outreach Programs; *Prevention; Program Design; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Sexual Abuse; Violence; Youth

ED 429 261 CG 029 223

Carroll, Rebecca M.
The Effects of Mentoring At-Risk Female College Students.
PUB DATE- 97
NOTE- 80p.; Master's Thesis, Notre Dame College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Students; *Females; *High Risk Students; Higher Education; *Mentors; Perception; Private Education; Public Colleges; Research; Sex Differences
IDENTIFIERS- Positive Attitudes

Female students at Notre Dame College were surveyed to determine whether their perceptions of mentoring relationships are positive. Chapter 1 examines the historical and present day role of mentors and the mentoring relationship. Five research studies that explored mentoring are discussed in chapter 2. Chapter 3 describes the methodology of the present research study, chapter 4 presents the data from the research analysis, and chapter 5 presents the conclusions supported by the study, draws connections from earlier chapters, and discusses implications and future research. Data were analyzed quantitatively; results show that female students were more positive about the mentoring relationship than male students. In addition, students who attended public school reported being more positive about mentoring relationships than students who attended private school. Upper classmen also indicated more positive perceptions of mentoring relationships than lower classmen. The results confirm that perceptions of mentoring reported by female students are positive. Appendixes are: "A Mentoring Questionnaire," "Informed Consent for Interview," "Interview Protocol," and "Abbreviated Interview Responses." (Contains 23 references, 5 tables, and 3 graphs.) (Author/MKA)

ED 429 262 CG 029 226

Nathan, Richard P.; Gentry, Paola; Lawrence, Catherine
Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Federal Legislation; *Pregnancy; *Prevention; State Federal Aid; Welfare Agencies
IDENTIFIERS- *Welfare Reform

Although the 1996 federal welfare reform law exhorts states to reduce teen and out-of-wedlock births, preliminary field research has found few links between welfare reform and pregnancy prevention, and the ones that do exist are often tenuous, hard to believe, and difficult to assess. States have established new and stronger connections between welfare and employment services under welfare reform, but creating welfare programs that explicitly stress pregnancy prevention has been inhibited by several factors. There is little consensus on how to prevent teen and out-of-wedlock births, not just as a practical matter but also as an ethical and political issue. This divisiveness has led most states to devolve critical questions about the design of such programs down to local and community levels. Also, the health agencies that have

ED 429 283 CS 013 536

Abouzeid, Mary P.; Fowler, Mary Claiborne
Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Grade 1; Low Income; Poverty Areas; Primary Education; Reading Difficulties; *Tutorial Programs; *Tutoring; *Tutors; Volunteers
IDENTIFIERS- University of Virginia

Book Buddies is a community volunteer tutorial that began in Charlottesville, Virginia in the early 1990s as a cooperative effort between the University of Virginia, the Charlottesville City Schools and the Charlottesville community. A replication of Book Buddies was designed in fall of 1997 for two elementary schools in Millville, Virginia. A study investigated replication of Book Buddies in other cities and school districts. Two different schools were chosen to implement the program and a third school was chosen as a control group that would not in any way participate in the tutorial program. Results showed that Millville students achieved higher mean scores than Charlottesville students in 1992. Book Buddies tutors in Millville received more intensive training, and they also benefited from seven years of fine-tuning of the tutoring format. Results from the three sites (two Millville elementary schools and one control group) suggest that this is indeed a replicable model of an affordable, early intervention program and that significant results can be obtained in high-poverty settings. (SC)

ED 429 284 CS 013 543

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
PUB DATE- 98
NOTE- 101p.; For related tests, see ED 428 944-945.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Pilot Projects; *Reading Achievement; *Reading Tests; Student Writing Models; Tables (Data); *Test Construction; *Test Format
IDENTIFIERS- Michigan Educational Assessment Program

As part of the test development process, this technical report is intended to present technical information from the tryout and the pilot stages of the Michigan High School Proficiency Test (HSPT) in Communication Arts: Reading. There are four major parts to this report. Part 1, Evolution of the HSPT in Communication Arts: Reading, introduces the purpose, the legislation, and the committees involved in test development. Development of the reading assessment framework and the structure of the framework are briefly described in this part. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for extended-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in Communication Arts:

ED 429 305 CS 216 654

Mauriello, Nick; Pagnucci, Gian
Behind the Black Veil: Fear, the Internet, and Teaching Composition.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Course Descriptions; Graduate Study; Higher Education; *Internet; Student Attitudes; *Student Reaction; *Writing Attitudes; *Writing Instruction
IDENTIFIERS- Process Approach (Writing)

Two writing teachers designed a graduate-level seminar where other writing teachers could share writing with the global electronic community. They expected these seminar students to embrace this new technology because the benefits of Internet writing seemed to provide a practical way to promote audience, voice, and collaboration, three of the basic tenets of the process movement in writing instruction. What the instructors found instead was resistance, fear, and uncertainty. The graduate seminar was designed around the basic idea that students would write a series of papers for publication on the Internet. What actually happened was that the students (seasoned writing instructors who had little experience with computer classrooms and even less experience with the Internet) distrusted the notion of writing for an unknown audience and resisted sharing their own personal work with the world. There was no establishment of an on-line community and the instructors' desire for a global discourse never materialized. The instructors worried initially that the students were being constrained by fear and distrust of the Internet: they now understand that these are ethical considerations that teachers must address in seeking to make Internet technologies a part of the classroom. Contains 10 references. (RS)

ED 429 306 CS 216 655

You Can Help Your Child with Homework! Ten Fun and Easy Tips and Usted puede ayudar a sus hijos con la tarea! Diez sugerencias faciles y divertidas.
PUB DATE- 97
NOTE- 33p.; A separately published version in Spanish has been appended.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Homework; *Parent Student Relationship; Parent Teacher Cooperation; Parents as Teachers; Study Habits; Time Management

This booklet presents parents with 10 "easy and fun" tips for making homework as beneficial as possible for their children and to develop in their children a good attitude about homework. The 10 tips are: make your expectations clear; find the right spot; make time; monitor your child's progress; encourage good habits; support and be available; look for help; offer encouragement; keep organized; and communicate with your child's teacher(s). It concludes that parents' support and

ED 429 331 EA 029 644

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; Elementary Secondary Education; *Formative Evaluation; Outcomes of Education; *Public Education; State Norms; Yearbooks
IDENTIFIERS- *Minnesota

This yearbook provides a review of research concerning the differences in providing quality education to all children. A number of data sources at both the national and state levels were reviewed in compiling the indicators of educational inputs featured within this report. Four focal points are as follows: (1) the financial resources brought to bear on Minnesota's public-education system; (2) several characteristics of the state's current K-12 teaching force; (3) the changing demographics of the state's student population; and (4) the ratio of teachers and staff to students in Minnesota schools. The yearbook is divided into five chapters. Chapters 1 and 2 describe how tests have changed and provide an overview of learning. Educational inputs and processes, such as school finance and teacher characteristics, are covered in chapter 3, whereas chapter 4 focuses on participation and coursework, attendance, and graduation. The last chapter examines achievement and discusses comparative assessments. Findings include the fact that Minnesota's per-pupil funding has increased over time, but at a slower rate than for the nation as a whole. The average age of teachers has risen dramatically over the past 10 years, with 38 percent of the teachers falling into the 45-54-year-old age bracket. Minority students are characterized by higher rates of poverty, limited English proficiency, and disability. (RJM)

ED 429 332 EA 029 665

Benham, Maenette K. P. Ah Nee
Case Studies for School Administrators: Managing Change in Education.
PUB DATE- 99
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Problems; *Administrator Education; Administrator Guides; *Case Method (Teaching Technique); Change Strategies; Community Cooperation; Curriculum Development; *Curriculum Enrichment; Educational Change; Elementary Secondary Education; Higher Education; Instructional Innovation; Leadership; *Leadership Training
IDENTIFIERS- Michigan State University

This book examines case-based learning in educational leadership courses, discusses case-based learning as an educational tool, exemplifies methods of writing a case study, and contains 14 case-studies by teachers and administrators. "Stakeholders in a

ED 429 351 EA 029 758

Smith, Emerson
Breaking Ranks: A High School Restructuring Initiative.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Comparative Analysis; Educational Change; *High Schools; Program Effectiveness; Program Evaluation; *School Restructuring

This paper examines Breaking Ranks, a proposal for school reform and restructuring intended to improve the effectiveness of America's high schools. The review drew upon memo writing, a personal interview with an administrator utilizing the Breaking Ranks blueprint, a review of periodicals and books on Breaking Ranks and on school restructuring, a synthesis of data collected from school-restructuring studies, and a comparison of the literature of high-school restructuring efforts. The report discusses: (1) the adoption of Breaking Ranks in one high school and how this reform effort influenced professional culture; (2) the alignment among program offerings, pedagogy, and curriculum; (3) and leadership. Findings indicate that Breaking Ranks and other reform programs all focus on student achievement and visionary leadership that is collaborative and has the capacity to involve others. Breaking Ranks, like other school-restructuring movements, also exhibits some weaknesses: recommendations are conceptual in design and not operational, so no specific or coherent plan exists; costs and the allocation of resources for implementation are not addressed; tracking is difficult because everything must be sorted, discussed, and embodied in teacher actions before it reaches the student; data supporting change initiatives are not defined; and the basic systemic structure of the school does not change. (Contains 20 references.) (RJM)

ED 429 352 EA 029 760

Hodgkinson, Harold L.; Montenegro, Xenia
The U.S. School Superintendent: The Invisible CEO.
PUB DATE- 99
NOTE- 32p.; From "Superintendents Prepared," an Urban Leadership Consortium.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attitudes; Elementary Secondary Education; *Instructional Leadership; *Misconceptions; *School Administration; School Supervision; *Superintendents

This report focuses on school superintendents--those currently in the position and those in the pipeline. The report reaffirms the importance of the superintendency, raises concerns about the lack of national data collection on school superintendents, and concludes that Americans need more demographic information about, and increased understanding of, the role of the superintendent. The report opens by criticizing the lack of information that has been generated on superintendents and proceeds to supply details on those who hold this position. It looks at the proportion of women in the job, as well as the race and the age of the job holders. The report discusses how long superintendents stay in the job, longer than the news media suggest, and how much they earn. The report explores the

ED 429 371 EA 029 785

Boehlert, Lenora; O'Connell, Raymond W.
Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; Demand Occupations; *Educational Administration; Elementary Secondary Education; *Labor Needs; Leadership Responsibility; *Needs Assessment; *Principals; School Administration

This paper examines why experienced administrators are electing not to join educational-administration applicant pools. Research reports that more teachers than ever are pursuing administrative courses and more individuals than ever are administratively certified. However, greater numbers of vacancies for jobs in educational administration exist or will exist than in the past. Additionally, the job has so many rigorous constraints that few people aspire to the position. This report focuses on whether there are gender differences related to the reasons administrators do not pursue other positions, and, if so, it explores the reasons men and women identify for these differences. The study entailed a 15-item survey to collect data from a sample of public-school administrators from New York State. The survey included questions about the respondents' age, gender, and length of time as certified administrators, as well as type and size of districts in which the respondents were employed. The remaining questions sought to determine if the respondents had ever decided against applying for an administrative position and to elicit information about the reasons for their decisions. Findings show that some of the reasons qualified administrators did not apply were lack of experience, relocation, inadequate compensation, district problems, stress, and time demands. Contains 26 references. (RJM)

ED 429 372 EC 307 019

Balogh, Laszlo; David, Imre; Nagy, Kalman; Toth, Laszlo
Learning Techniques and Self-Knowledge with Talented Schoolchildren.
PUB DATE- 97
NOTE- 11p.; Small print may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Cognitive Development; Foreign Countries; *Gifted; *Instructional Effectiveness; *Learning Strategies; Secondary Education; *Self Concept; Social Development; Special Classes; *Talent Development
IDENTIFIERS- Hungary

Following up on data compiled in a report issued two years previously, this article discusses the outcomes of a gifted program for children ages 13-14 in Torokszentmiklos, Hungary. It begins by describing the aim of the program and its main

ED 429 391 EC 307 129

Callahan, Carolyn M.; Tomlinson, Carol A.; Hunsaker, Scott L.; Bland, Lori C.; Moon, Tonya
Instruments and Evaluation Designs Used in Gifted Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Data Analysis; Data Collection; Databases; Decision Making; Educational Practices; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Gifted; National Surveys; Program Development; *Program Evaluation; Research Design; Research Methodology

This report presents results of a series of studies documenting current practices in the evaluation of gifted programs and investigating the factors which make evaluation more useful to decision-makers. The investigation involved establishing several databases containing three kinds of information: (1) abstracts of articles relating to evaluation utility and the evaluation of gifted programs; (2) instruments that have been used by other school districts in the evaluation of gifted programs as well as reviews of these instruments; and (3) actual evaluations used across the nation to assess the effectiveness of gifted programs. Studies identified factors which improve the likelihood that results of an evaluation will be useful and will lead to development of a set of guidelines. Chapter 1 provides an introduction to the National Repository databases. Chapter 2 reviews the literature on program evaluation. Chapter 3 reports on a study of current practices in the evaluation of gifted programs. Chapter 4 presents case studies in program evaluation utilization in gifted programs. Chapter 5 offers a summary and conclusions. Ten appendices include tables, the scale developed for evaluation of the program evaluation instruments, a planning guide for program evaluation, the program evaluation guidelines, and the evaluation instruments database form. (Contains 55 references.) (DB)

ED 429 392 EC 307 130

Tomlinson, Carol A.; Callahan, Carolyn M.; Moon, Tonya R.; Tomchin, Ellen M.; Landrum, Mary; Imbeau, Marcia; Hunsaker, Scott L.; Eiss, Nancy
Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Curriculum Design; *Diversity (Student); Elementary Secondary Education; *Gifted; Higher Education; *Individualized Instruction; Intervention; *Preservice Teacher Education; Preservice Teachers; Qualitative Research; *Student Teaching; Teaching Methods; Workshops
IDENTIFIERS- Differentiated Curriculum (Gifted)

ED 429 410 EC 307 151

Sharpe, Michael N.
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
PUB DATE- 98
NOTE- 47p.; For related documents, see EC 307 149-150.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; *Asian Americans; Cultural Differences; *Disabilities; Disability Identification; Evaluation Methods; Family School Relationship; Focus Groups; Minority Group Teachers; *Minority Groups; *Parent Role; Racial Factors; Regular and Special Education Relationship; *Special Education; Student Evaluation; Student Placement; Training
IDENTIFIERS- *Disproportionate Representation (Spec Educ); *Minnesota

This document is the report of one phase of a Minnesota study to examine the problem of disproportionate representation in special education of African American, American Indian, Latino, and Asian American students. Phase 3 of the study focused on factors which have led to the underrepresentation, rather than overrepresentation of Asian American students in special education. Two focus groups were conducted, one of professionals who serve Asian American populations and the other of parents of Asian American students with disabilities. Focus groups addressed questions concerning what works, what doesn't work, what the contributing factors are, and what needs to be done. Two main themes were found in responses of both groups concerning "what works": first, the importance of involving parents in the special education process and, second, the due process system approach to ensuring input from parents. Themes concerning what doesn't work that contribute to disproportionate representation focused on the complexity and overall effectiveness of the system; referral and assessment practices; differing cultural perceptions; language barriers; and lack of knowledge by parents of due process rights. Concerning what needs to be done, the groups stressed training initiatives for both parents and education staff, a need for parent advocates to facilitate home school communication, and more community outreach efforts. Appended are a summary of key issues from the study's three phases, the action plan of Phase 1 and 2, and an annotated bibliography. Contains 46 references. (DB)

ED 429 411 EC 307 152

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Developmental Stages; Disabilities; Early Identification; *Early Intervention; *Emotional Development; *Emotional Disturbances; Evaluation

ED 429 430 EF 005 325

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities Design; *Educational Technology; Elementary Secondary Education; *Experiential Learning; *Instructional Innovation; *Learning Laboratories; *Multimedia Instruction; Program Development; Public Schools
IDENTIFIERS- *Modularization

Modular Technology Education (MTE) uses a combination of multimedia and hands-on activities to teach important concepts that increase the student's interest level as well as provide students with career choices that best fit their individual interests. This booklet provides 15 key planning steps for developing an MTE program and avoiding development pitfalls. Steps include researching the market and evaluating current resources, evaluating module suppliers, planning the curriculum, budgeting and financial planning, and allocating space and developing a MTE lab. (GR)

ED 429 431 EF 005 326

CEFPI Consultants Directory, 1998.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Architects; *Construction Management; *Consultants; Directories; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; School Construction
IDENTIFIERS- Council of Educational Facility Planners Intl

The Council of Educational Facility Planners, International has published a directory to serve as a resource to school districts, colleges and universities, and others who seek professional assistance in some phase of educational facility work. The directory is organized into the following two sections: a list of firms by region and specialization; and an alphabetical listing of each firm including a personal statement reflecting the firm's philosophy, experience, and approach to educational facility projects, and a description of their areas of specialization. An index of company names is included. (GR)

ED 429 432 EF 005 340

Dolan, John V.; Murray, Douglas P.; Walsh, Gregory J.
Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
PUB DATE- 98
NOTE- 27p.

ED 429 453   FL 025 804

Ballenger, Cynthia
Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
PUB DATE- 99
NOTE- 117p.; Foreword by Courtney Cazden.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Case Studies; Classroom Communication; Classroom Research; Classroom Techniques; Curriculum Design; Educational Environment; *English (Second Language); Haitians; Learning Processes; *Literacy Education; Personal Narratives; Preschool Children; Preschool Education; Reading Instruction; Second Language Learning; *Second Languages

This book details the experiences of a teacher in a Haitian-populated preschool in an urban area of the United States, focusing on the development of literacy and English as a second language. An introductory chapter describes the children, some of their personal and cultural background, their classroom demeanor, and the context in which they were taught. The second chapter describes the traditions and practices of classroom research as experienced by the teacher. The third chapter further examines the school, the families, and the patterns of family life of the students. The next four chapters discuss the difficulties encountered in teaching literacy and managing student behavior. These include the differences between the teacher's assumptions about how adults should control or influence student behavior and the assumptions of the children and their families; varying student and teacher approaches to early literacy activities; and storybook reading and the ways students participated imaginatively with stories. The final chapter considers the value of classroom research, noting how the insights it offers differ from other forms of educational research. (MSE)

ED 429 454   FL 025 805

Ho, Kwok Keung, Ed.
New Horizons in Education, No. 39.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Chinese; College Students; *Comparative Education; *Educational Policy; *Elementary Secondary Education; English (Second Language); Foreign Countries; Foreign Students; Higher Education; History Instruction; Instructional Materials; Language Patterns; Language Usage; Public Education; Public Policy; School Administration; School Safety; School Social Workers; Science Curriculum; Second Language Instruction; Second Language Learning; *Second Languages; Textbook Content; Time Management
IDENTIFIERS- Australia; China; *Hong Kong; Singapore; United States

The annual issue of the journal of the Hong Kong Teachers Association includes these articles: "The Time Management Issue of Tertiary Students: An Investigation of Tuition Conductors in Singapore" (Tai Chee Wong, Jessie Yuk Yong Wong); "The Analysis of the Phenomena of Parkinson in Course of School Management"

ED 429 474 HE 031 849

Mauch, James
Strategies for Universities in the 21st Century.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Comparative Education Society of Asia (2nd, Beijing, China, October 7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; Educational Change; Educational Quality; *Educational Trends; Futures (of Society); Global Approach; *Higher Education; Leadership; Research; School Restructuring; Social Change; *Strategic Planning; *Universities

This paper discusses the future of higher education in the United States, focusing on societal changes and strategies for universities in coming decades. It examines population aging, shifting demographics, life-style and other social changes, and workforce changes such as the growth of the service sector in the economy, noting their effects on higher education. The paper reviews the growth of community and junior colleges, and the impact of rising tuition and budget constraints on public institutions. It suggests that higher education institutions focus on quality; restructure to become more competitive; internationalize and globalize their campuses and curriculum; emphasize technology, knowledge production, and knowledge availability; develop and retain intellectual assets; and assert the importance of moral leadership. The paper concludes that higher education administrators who manage the intellectual capital and human resources of their institutions most effectively will provide the model for colleges and universities of the future. (Contains 20 references.) (MDM)

ED 429 475 HE 031 850

Mauch, James
Rank and Degree in Czech Universities.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); Degrees (Academic); *Doctoral Degrees; *Educational History; Educational Trends; Foreign Countries; *Higher Education; Tenure
IDENTIFIERS- *Czech Republic; *Czechoslovakia; Soviet Education

This paper examines the history of academic degrees and rank in the Czech Republic since World War II. Before the communist period, degrees and rank in Czechoslovakia were influenced by the German and Austrian systems, with the PhDr. degree in the humanities and philosophy and the RNDr. (rerum naturalium doctor) degree in the sciences and mathematices awarded upon completion and defense of a dissertation. Habilitation, the achievement of a permanent post at the university, was obtained by completion of a "great dissertation," and was similar to the tenure process in American universities. After 1950 the Soviet system of higher education was introduced, with the creation of independent academies and the Candidate of Science (CSc.) and

ED 429 496 HE 031 945

Malaney, Gary D.
Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meetings of the National Association of Student Personnel Administrators (Philadelphia, PA, March 8-11, 1998) and the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Blacks; *College Students; *Educational Experience; Higher Education; Hispanic Americans; *Racial Differences; *Satisfaction; State Universities; *Student Attitudes; *Student Personnel Services; Whites
IDENTIFIERS- Mixed Race Persons; University of Massachusetts Amherst

This study examined racial and ethnic differences in student satisfaction with campus services at a state university. In March and April 1997, a total of 841 students at the University of Massachusetts Amherst completed a 19-item survey on their campus experiences and satisfaction with various services. The sample included 521 white, 105 Asian, 96 African American, 76 Latino, and 43 multiracial students. It was found that larger proportions of African American students expressed dissatisfaction with social life compared to other groups, with 20 percent of African American students either very or somewhat dissatisfied compared to 13.9 percent of multiracial students, 13.5 percent of Asian students, 10.7 percent of Latino students, and 6.6 percent of white students. African American and Latino students also reported the highest levels of dissatisfaction with security in residence halls. African American students were also the most dissatisfied group in regard to financial aid and the overall university experience, while white students were the least dissatisfied group, with 57.8 percent of African American students and 30.8 percent of whites dissatisfied. It is concluded that institutions need to take positive steps, such as diversity workshops, to foster better racial and ethnic understanding. (Contains 51 references.) (MDM)

ED 429 497 HE 031 946

Frost, Susan H.; Teodorescu, Daniel
Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual European Association of Institutional Research Forum (20th, San Sebastian, Spain, September 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; *Educational Attitudes; Faculty Development; *Focus Groups; Higher Education; Rewards; Teacher Evaluation
IDENTIFIERS- *Emory University GA; Faculty Attitudes

This study examined faculty views in regard to support for teaching at Emory University. Data were obtained from 24 small

ED 429 517 HE 032 009

Peterson, Marvin W.; Einarson, Marne K.
Analytic Framework of Institutional Support for Student Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Outcomes Assessment; *Educational Assessment; Educational Planning; Governance; Higher Education; Institutional Administration; Institutional Environment; Institutional Research; Long Range Planning; Models; *Student Evaluation

This paper reviews and synthesizes the literature on institutional support for student assessment, offering an organizing framework for using this information to shape institutional policies, processes, and practices in ways that lead to both improved student performance and institutional functioning. The framework, first, involves the overall institutional approach to the content and methods of student assessment. Next, it examines external influences on student assessment, including national efforts, state-level initiatives, regional and professional accreditation associations, private sector influence and support, and professional associations. Discussion of the framework's next component, organizational and administrative support, considers student assessment support strategy, leadership and governance patterns for student assessment, academic management policies and practices, institutional culture and climate, evaluation and revision of student assessment approaches, and the influence of institutional context dimensions. The final component of the model is institutional utilization and the impact of student assessment on academic decision making, on the institution, and on the relationship between an institution and its external environment. (Contains 170 references.) (DB)

ED 429 518 HE 032 010

Peterson, Marvin W.
Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Epistemology; Futures (of Society); *Higher Education; *Institutional Research; Models; Organizational Development; Research Needs

This paper argues that establishing a research agenda to study the changing nature of postsecondary institutions as

ED 429 536 IR 019 444

Ingebritsen, Thomas S.; Brown, George G.; Pleasants, John M.
Teaching Biology on the Internet.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Howard Hughes Medical Inst., Chevy Chase, MD. Office of Grants and Special Programs.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly. RealAudio is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Audiovisual Communications; *Biology; *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Programs; *Distance Education; Educational Resources; High Schools; Higher Education; Instructional Innovation; Instructional Materials; Learning Activities; Partnerships in Education; *Science Instruction; *World Wide Web
IDENTIFIERS- Access to Technology; *Course Development; Iowa State University

Iowa State University, through a program called Project BIO, is using an innovative new approach to offer biology courses via the World Wide Web. The approach features online lectures similar to those a student might experience in a traditional classroom. Students listen to the lectures using RealAudio while viewing lecture materials with a Web browser. The program, which began in Fall 1996 with two courses, has grown to eight courses for the 1997/98 academic year. The market for these courses includes on-campus Iowa State University students, high school juniors and seniors, community college students, high school and community college biology teachers, and employees of life science companies. Topics discussed in this paper include: course approach and technology; course descriptions and target audiences; student access; authentic learning experiences; course administration; and course development, including the Project BIO Resource Center (designed to assist faculty in the development of online courses by providing technology resources, technical assistance, and training), Web page authoring, and audio technology. Figures illustrate a typical lecture window, the RealPlayer control panel, plans for the Project BIO Resource Center. Two tables present enrollment for 1996/97 courses and target audiences for 1997/98 courses. (Author/AEF)

ED 429 537 IR 019 445

Langenbach, Christian; Bodendorf, Freimut
A Framework for WWW-Based Learning with Flexible Navigational Guidance.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

ED 429 555 IR 019 464

Schnackenberg, Heidi L.
Teacher In-Service Training and the Incorporation of Technology into Teaching.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Houston, TX, February 10-14, 1999). For the "Needs Assessment Report" paper, see IR 019 462.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Class Activities; *Computer Uses in Education; Curriculum Development; Educational Resources; Educational Technology; Elementary Education; Elementary School Teachers; Faculty Development; Foreign Countries; Information Technology; *Inservice Teacher Education; *Instructional Design; Instructional Development; Instructional Materials; *Internet; *Lesson Plans; Teaching Methods; Training; *Workshops
IDENTIFIERS- Quebec; *Technology Integration; Technology Utilization

This paper describes the teacher inservice training that was developed as the result of a technology needs assessment at two elementary schools in Quebec. The workshop was developed as an initial vehicle for enabling teachers to incorporate technology into their teaching. The six days of the workshop are sketched, and the materials used in the workshop are summarized. Workshop objectives are for the participants to be able to: (1) analyze an existing lesson plan to verify that it is instructionally sound, and modify it when necessary ; (2) determine if an existing traditional lesson plan is suitable for the incorporation of Internet resources; (3) identify types of Internet resources available and relevant for the elementary classroom; (4) locate World Wide Web resources that can be incorporated into lesson plans to make them technology lesson plans; (5) state ways of modifying current classroom management techniques to adapt to technology lessons; (6) successfully implement a lesson plan incorporating technology; (7) utilize methods of limiting student access to the Internet; (8) apply appropriate consequences to students who misuse the Internet; and (9) create a long range plan for using technology in the classroom. The field testing of the workshop and its implications are also discussed. (DLS)

ED 429 556 IR 019 465

Rogers, Patricia L.
Barriers to Adopting Emerging Technologies in Education.
SPONS. AGENCY- Virginia Commonwealth Univ., Richmond. Rehabilitation and Training Center on Supported Employment.; Minnesota State Colleges and Universities System, St. Paul.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Art Education; *Computer Uses in Education; *Curriculum Development; Educational Technology;

ED 429 574 IR 019 535

Schienbein, Ralph
Network Design: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 110p.; A publication of the School Technology Task Group.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Interfaces; *Computer Networks; *Computer System Design; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Glossaries; Information Networks; Models; Online Systems; Performance Factors; Systems Analysis; World Wide Web
IDENTIFIERS- Alberta; Computer Industry; Web Sites; *Wide Area Networks

This report examines subsections of the computer network topology that relate to end-to-end performance and capacity planning in schools. Active star topology, Category 5 wiring, Ethernet, and intelligent devices are assumed. The report describes a model that can be used to project WAN (wide area network) connection speeds based on user traffic, describes end-to-end performance issues, characterizes and identifies tools for online analysis, describes how network traffic has an impact on network design as well as computer architectures, provides basic metrics where available, and identifies industry trends. The introduction discusses end-to-end performance, WAN connection, and bandwidth model. A WAN analysis is then presented, describing: tools; packet size; performance monitor; WAN traffic; WAN equity; shared bandwidth; cache server; multiple WAN connections; subnets and filters; case analysis; pornography, hackers, and other problems; and diagrams and documentation. A section on layers and computer performance covers the central processing unit, memory, network interface card, greening, hard disk subsystem, graphics subsystem, and motherboards. A glossary of terms is provided. Links to relevant World Wide Web sites, the structure of the Alberta Education home page, and a list of related Alberta Education resources are appended. Also appended are several configuration diagrams and illustrations of displays. (AEF)

ED 429 575 IR 019 536

Mann, Dale; Shakeshaft, Charol; Becker, Jonathan; Kottkamp, Robert
West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
PUB DATE- 99
NOTE- 46p.; Afterword by Lewis C. Solmon.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; *Basic Skills; *Computer Assisted Instruction; Computer Attitudes; Computer Literacy; Computer Software; Educational Policy; Educational Technology; Faculty Development; Grade 5; Intermediate Grades; Models; Program Effectiveness; Program Implementation; Scores; Skill Development; *State Programs; Student Surveys; Tables (Data); Teacher Surveys; Training
IDENTIFIERS- *Access to Computers; Computer Use; Stanford Achievement Tests; Technology Integration; *Technology Utilization; West Virginia

ED 429 595 IR 019 571

Goodman, Dean
Validating Factors That Impact on the Success of Distance Learning Initiatives.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Distance Education; Educational Research; Instructional Design; *Instructional Effectiveness; Material Development; Needs Assessment; Nontraditional Education; *Program Effectiveness; Program Implementation; Teaching Methods

This paper reviews an earlier study examining the variables affecting the success of distance learning programs. In 1995, Dr. Ellen Wagner developed a list identifying the following 16 variables which need to be considered if a distance learning program is to be successful: needs assessment; audience analysis; instructional design; course selection; course reconfiguration; lesson planning; interactive instructional strategies; instructional delivery systems; adapting media and materials for distance delivery; developing effective graphics; using facilitators at distance education sites; learner and instructor support services; program evaluation and learner assessment; organized readiness; inter-institutional partnerships; and regulatory environment. Nine case studies and three non-case study journal articles that describe distance learning activities and/or success factors were reviewed to test the validity of these variables. Findings suggest that these variables are generally considered during course design or implementation. The suitability of the factors, however, is dependent on the nature of the organization into which the program is being delivered, and the selection of the delivery mode. Three tables present study results. (AEF)

ED 429 596 IR 019 572

Smith, Helen
Opportunities for ICT in the Primary School.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Computer Software Development; *Computer Uses in Education; Educational Technology; *Elementary Education; Foreign Countries; Information Retrieval; Instructional Materials; Material Development; Multimedia Materials; Teaching Methods

Information and Communication Technology (ICT) is now part of almost every aspect of the primary school curriculum. This book, designed for primary school teachers of all subjects, shows how teachers can enhance their instruction with ICT. Chapters are as follows: (1) Introduction; (2) Opportunities for ICT in Teaching Mathematics; (3) Roamers, Pixies and Screen Turtles; (4) The Computer as a Graphic Tool; (5) Spreadsheets and Investigations in Mathematics and Science; (6) Creating and Interrogating a Database in Mathematics; (7) Opportunities for ICT in Teaching English; (8) Overlay Keyboards and Non-Fiction Writing Composition; (9) Information Retrieval Using CD-ROM;

ED 429 614   IR 057 340

French, Joe; Collins, Lesley; Vittitow, Susan
Wyoming Public Library Statistics, FY 98.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Branch Libraries; Library Collections; Library Development; Library Expenditures; Library Funding; *Library Networks; Library Personnel; Library Services; *Library Statistics; Library Surveys; National Surveys; *Public Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Wyoming; Wyoming State Library

This report includes data furnished by public library directors to the Wyoming State Library and gives a statistical picture of the condition of public libraries throughout the state for fiscal year 1998 (July 1997 through June 1998). Information is taken from a national survey of the Federal-State Cooperative System for Public Library Data. Libraries are listed in order of county population to allow for more relevant comparisons between library systems. The tables present the following data on county library systems: (1) a five-year (1994-98) comparison; (2) services, including number of employees, library visits, reference transactions, circulation, children's program attendance, library loans, and library borrows; (3) collections, including bound materials, audio materials, video materials, subscriptions, total collection, collection age, and expenses; (4) expenditures, including salaries, benefits, collection expenses, operating expenditures, capital outlay, format expense, and access expense; (5) revenues, including Mill Levy, and county, city, state, and federal revenue; (6) other income, including gifts/donations, interest, fines, fees, and grants; (7) staffing; and (8) other comparisons, including registered patrons to population, services per capita, collection size per capita, and collection turnover. Each table also lists population estimate, number of registered patrons, and number of locations. Two additional tables present data on service and collection by city/town. (AEF)

ED 429 615   IR 057 341

Fiore, Carole, Comp.
Born To Read: How To Nurture a Baby's Love of Learning.
PUB DATE- 98
NOTE- 264p.; Manual for the Born To Read Capacity Building Workshop (Tallahassee, FL, November 9-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Bibliographies; Brain; *Child Development; Child Health; Childrens Libraries; Childrens Literature; Cooperative Programs; Early Parenthood; *Family Literacy; Infants; *Library Services; *Outreach Programs; Parent Participation; Parent Role; *Parenting Skills; Partnerships in Education; Program Development; Public Libraries; Publicity; Toddlers; Volunteers; Workshops
IDENTIFIERS- Florida

ED 429 634 JC 990 207

Rhodes, Jolene M.
A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
PUB DATE- 99
NOTE- 141p.; Ed.D. Dissertation, University of Central Florida.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Mathematics; Community Colleges; Instructional Improvement; *Mathematics Instruction; Program Effectiveness; School Holding Power; *Student Attitudes; *Teaching Methods; Two Year Colleges

This study explored the effects of the use of laboratory activities on students' attitudes and retention in a community college preparatory mathematics course. It also examined whether the use of numerical, analytical, and graphical methods of solution in preparatory classes would affect student retention in the succeeding algebra course. The study took place on two campuses of a metropolitan community college. Faculty on each campus taught a four-hour college preparatory mathematics course with a required one-hour laboratory component. At one campus, commercially produced puzzles, group activities, experiments, and data collection activities were used in the laboratory hour; at the other campus, a faculty-produced packet of activities that included skill worksheets and some group activities were used. At the end of the semester, students' attitudes about mathematics and their mathematical abilities were measured. Performance on a 20-question test measured to what extent the material was retained by the students. Findings included: the addition of the one-hour lab to the math class increased course retention rates; no differences were found in retention rates or student attitudes toward mathematics between the students that used the different types of laboratory materials; and the use of laboratory activities in the preparatory mathematics course improved retention rates in the subsequent algebra course. Five appendices are attached. (CAK)

ED 429 635 JC 990 208

Ediger, Marlow
Teaching Science in the Community College.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Community Colleges; Learning; *Science Instruction; Student Attitudes; *Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship; *Teaching Methods; Two Year Colleges

This paper uses the psychology of learning to develop techniques for teaching science at community colleges. In order to maximize student learning, teachers should strive to develop and maintain learner interest through voice inflection and by using a wide variety of teaching methods, including discussions, experiments, demonstrations, lectures, and videotapes. Teachers should also help students to think critically and creatively, and ensure that students actually comprehend, rather than just memorize, content. Teachers can training facilities during fiscal year 1996. All VOLED's elements were deemed cost-effective. For each $1 invested tuition assistance and instructor PACE, the Navy obtained $2 from improved retention. The Navy obtained slightly more than $1 from each $1 invested in technology PACE. It was recommended that full support for VOLED be maintained and that academic skills investments be accelerated. (Appended are the following: enlisted training cost, training cost of a rating; estimation of promotion and retention models; regression estimates of promotion, retention, and the probability of passing a PACE course; and academic skills profile. Twenty-six tables/figures are included.) (MN)

ED 429 169 CE 078 320

Thompson, Gregory W.; Balschweid, Mark A.
Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
PUB DATE- 98
NOTE- 14p.; Paper presented at the National Agricultural Education Research Meeting (25th, New Orleans, LA, December 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Educational Needs; Higher Education; *Integrated Curriculum; Preservice Teacher Education; *Science Instruction; Secondary Education; State Surveys; *Statewide Planning; *Teacher Attitudes; Technology Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Agricultural Sciences; *Oregon

Oregon agricultural sciences and technology (AST) teachers' perceptions of the impact of integrating science into agricultural education programs were examined. Questionnaires were mailed to all 111 Oregon AST teachers employed during the fall 1997 semester. Usable replies were received from 106 teachers (response rate, 95.5%). Respondents were asked to respond (based on a 5-point Likert scale) to 42 statements regarding integrating science into agricultural education. The AST teachers generally supported the following statements: integrating science assists students in better understanding science concepts and their application to agriculture; AST teachers need more preparation time before they can integrate science concepts; administrators should schedule planning time to prepare AST teachers to integrate science into their programs; the most significant barriers to integrating science into agricultural education are equipment and funding; undergraduates in teacher preparation programs do not necessarily need more science courses, but they do need more instruction in how to integrate science; practicing AST teachers need more inservice training in integrating science into the AST curriculum; and integrating science into the AST curriculum is an important component in helping students meet the standards involved in Oregon's Certificate of Initial Mastery and Certificate of Advanced Mastery. (Contains 19 references and 7 tables.) (MN)

ED 429 170 CE 078 383

Burge, Elizabeth J.
Keeping Our Balance in Times of Techno-Turbulence.
PUB DATE- 99
NOTE- 8p.; Notes for a colloquium in honor of Helen Hugenor

creativity in relation to adult development and aging has changed significantly. Due to increases in life expectancy and the slowing of physical aging, many adults are not reaching their most creative period until after age 50. Furthermore, some research implies that formal schooling may actually hinder rather than foster creative thinking. Several researchers have identified strategies educators can use to help people develop their creative potential: creating a climate that encourages assertion of ideas rather than reliance on order and tradition, creating a safe place for risk taking, and encouraging a spirit of play and experimentation. Personal, social, and environmental barriers to creativity might be overcome by embracing a cross-cultural definition of creativity: finding and shaping one's life perception and telling one's experiences through creative expression. (Contains 17 references) (MN)

ED 429 187 CE 078 428

Brown, Bettina Lankard
Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitude Change; *Career Development; *Career Education; Community Education; *Education Work Relationship; Educational Practices; Learning Processes; Problem Solving; Secondary Education; *Self Efficacy; *Student Empowerment
IDENTIFIERS- Contextual Learning; ERIC Digests; Problem Based Learning

Self-efficacy is mediated by individuals' beliefs or expectations about their capacity to accomplish certain tasks successfully or demonstrate certain behaviors. When individuals have low self-efficacy expectations regarding their behavior, they limit the extent to which they participate in an endeavor and are more apt to give up at the first sign of difficulty. Self-efficacy is learned and self-efficacy expectations are acquired in the following ways: performance accomplishments, vicarious learning, verbal persuasion, and physical/affective status. Examination of these four variables and their influence on self-efficacy expectations suggests that efficacy-based interventions must increase the range of students' experiences and promote the personal and contextual factors that lead to high levels of self-efficacy. The literature has identified three strategies for helping students develop positive self-efficacy expectations and outcomes that are connected to occupational interests, linked to career-related goals, translated into action, reflected in skill development, and realized through proper coaching and mentoring. These three strategies are as follows: contextual learning (application of knowledge and skills in the context of real-life experiences, problems, and events); problem-based learning (investigation of problem situations for which no right or wrong answers exist); and community-based learning (engagement in community-based learning projects connecting school work with career goals). (Contains 13 references.) (MN)

ED 429 188 CE 078 429

The following papers are included: "Foreword" (Colin Kirkwood); "Introductory Essay: Popular Education and Social Movements in Scotland Today" (Ian Martin); "Popular Education and the Struggle for Democracy" (Jim Crowther); "Social Movements and the Politics of Educational Change" (Lindsay Paterson); "Learning from Popular Education in Latin America" (Liam Kane); "Women, Adult Education and Really Useful Knowledge" (Jean Barr); "The Significance of the Scottish Generalist Tradition" (Murdo Macdonald); "With 'Real Feeling and Just Sense': Rehistoricising Popular Education" (Tom Steele); "A Critical History of the Workers' Educational Association in Scotland, 1905-1993" (Robert Duncan); "Muslims in Scotland: Challenging Islamophobia" (Elinor Kelly, Bashir Maan); "'A Band of Little Comrades': Socialist Sunday Schools in Scotland" (David Fisher); "Defiant Sisters: Exploited Workers" (Sue Mansfield); "The Disability Movement and the Struggle for Inclusion" (Margaret Petrie, Mae Shaw); "'History, Justice, and the Law': The Struggle of the Assynt Crofters" (Isobel MacPhail); "Not on the Curriculum: The Story of Scottish Working Class Material Culture" (Elspeth King); "Representing Women: The Tactics of Gender in Scotland" (Alice Brown); "Liberation Theology in Scottish Community Empowerment" (Alastair McIntosh); "Workers as Citizens: Trade Union Education in the New Scotland" (Mick McGrath); "Building a Pedagogy of Hope: The Experience of the Adult Learning Project" (Vernon Galloway); "Cultivating Knowledge: Education, the Environment and Conflict" (Eurig Scandrett); "Making Connections: Learning through Struggle" (Helen Martin, Cathy McCormack); "Neighbourhood as Classroom: Reflections of an Activist" (John Dickie); "Past Matters: Memories and Histories" (Lorraine Dick); "Making Racism Visible: An Agenda for an Anti-Racist Scotland " (Rowena Arshad); "Instrumental Objectives and Liberal Values: Squaring the Circle" (Margaret Beveridge); and "Equal Opportunities: Back to Basics" (Jane Meagher). (MN)

ED 429 205   CE 078 453

McGivney, Veronica
Returning Women. Their Training and Employment Choices and Needs.
SPONS. AGENCY- Oxfordshire County Council, Oxford (England).; Heart of England Training and Enterprise Council, Abingdon.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Employed Women; Employment Level; Employment Opportunities; Foreign Countries; *Job Training; *Labor Market; Part Time Employment; *Reentry Workers
IDENTIFIERS- *Great Britain

Women returners now account for over one-third of the total labor force, but the British labor market remains strongly segregated by gender, with over 85 percent of all employed women in the service industries. A high proportion are employed part time. Despite a majority of women now returning to the labor market after breaks for childbirth and caring responsibilities, the reentry process is not always straightforward and many experience a range of barriers and problems: lack of child care; lack of information, advice, and practical help; loss of contact with the labor market; downward mobility; lack of recognition of existing experience and skills; limited training opportunities; and lack of support during the reentry process. Reasons many women return to work without preparatory training placements in a veterinary clinic as part of a high school biology credit. Two graduate students gathered data onsite during two phases: an initial 2-month period that oriented the methods of the inquiry at the clinic to match what was witnessed and observation and data collection during the last 2 months of the first placement and the second placement. Early in their placements co-op students learned simple tasks they were expected to complete without supervision. Assuming such responsibilities made them immediately feel like contributing team members and motivated them to complete the tasks proficiently so they could later be available to observe and participate in animal treatment. Students learned the relationship of the routines to the clinic's priorities and the science behind the activities in which clinic personnel engage. Two main types of opportunities for learning were tasks they performed and activities they observed and participated in peripherally. Clinic staff enhanced learning through questioning in the context of direct observation, think-alouds, cueing, and direct instruction. Two features of these approaches were that they reflected priorities of the clinic and they took place in the context of experience. The gradation in responsibility had dimensions in the workplace: complexity of tasks and responsibilities, risk if errors are made, and subject matter undergirding placement activities. (Contains 15 references.) (YLB)

ED 429 224   CE 078 484

Frey, Heather E.
Employment and Training for Court-Involved Youth: An Overview.
  OJJDP Fact Sheet #102.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Correctional Education; Delinquency; *Early
  Intervention; *Educational Needs; Educational Opportunities;
  Educational Practices; *Juvenile Courts; Needs Assessment;
  Residential Programs; Secondary Education; *Vocational
  Education; *Youth Employment; Youth Programs
IDENTIFIERS- Aftercare

Youth who come in contact with the juvenile justice system are often disenfranchised by the education system. Despite research demonstrating that employability is critical to the success of high-risk youth, youth involved in the juvenile justice system often find it difficult to learn marketable skills or compete for jobs. According to a task force of researchers, program experts, market analysts, and representatives of private and public agencies, programs successfully linking court-involved youth to the labor market share the following elements: age-appropriate and comprehensive youth development; involvement of an adult advocate and the family; work-based learning and academic development; close attention to career development and job placement; and long-term follow-up. Programs serving court-involved youth can be divided into three categories: early intervention, residential, and aftercare. All three types of programs must combine quality job training and employment services with strategies to address the behavioral, educational, and social profiles of confined youth. The task force identified six primary systems affecting court-involved youth: juvenile justice, work force development, education, social services, community-based organizations, and the labor

Preventing child abuse is an endeavor that requires equal parts of caring, optimism, and pragmatism. Drawing on the experiences of more than 100 child abuse prevention projects, this field-tested manual integrates the abstract principles of program development and prevention with the real world experiences and challenges faced by prevention projects on a daily basis. The work is organized into seven chapters, a toolbox, and appendixes. Chapters are: (1) "Child Abuse and Its Prevention: An Overview"; (2) "Cultural Competence: Communicating Effectively"; (3) "Determining Community Needs"; (4) "Designing a Child Abuse Prevention Project"; (5) "Project Funding"; (6) "Implementing a Project"; and (7) "Project Evaluation." The "Project Toolbox" includes: (1) "Structured Group Techniques"; (2) "Needs Assessment: Written Reports"; (3) "Advantages and Disadvantages of Using Surveys"; (4) "Using Community Leaders as Resources"; (5) "Developing Objectives and Clear Statements of Need"; (6) "Working with Volunteers"; (7) "Training"; and (8) "Public Relations Tools for Prevention Projects." Appendixes are: (1) "Abuse Indicators"; (2) "Federal Resources for Child Abuse and Neglect Prevention Activities"; (3) "National Organizations and Information Resources"; (4) "Resources for Statistics"; (5) "Resource Materials"; and (6) "Sample Child Abuse and Neglect Reporting Policy for Prevention Program Staff." (EMK)

ED 429 244 CG 029 159

Johnson-Moore, Brenda
Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
PUB DATE- 98
NOTE- 61p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Development; *Early Parenthood; *High School Students; High Schools; *Home Visits; Infants; *Mentors; *Mothers; Nutrition; Parent Child Relationship; *Parenting Skills; Practicums; Social Support Groups; Training

This paper discusses a practicum designed to address young teen mothers' lack of knowledge, experience, and skills needed to appropriately care for their infants. It documents that increased knowledge, enhanced interpersonal relationships, and augmented parenting skills made a difference in the teen mothers' approach to parenting. Parenting classes and/or training sessions were implemented, home visitations were conducted and mentors were assigned to accomplish these goals. Analysis of the data revealed that: (1) there was an increase in the teen mothers' knowledge about basic daily care and the developmental milestones and changes that occurred in their infants; (2) the teen mothers became more sensitive to their infants; (3) the teen mothers felt more supported by significant others; (4) the teen mothers reflected an increase in knowledge about child development and interactional skills of parents. Tables depict results of pre- and post-testing of participants. Contains 37 references. Appendixes provide instruments utilized with participants: Adolescent Parenting Inventory, Parenting Attitude Index, Family Support Checklist and Awareness Checklist. (Author/MKA)

ED 429 245 CG 029 161

Magnuson, Sandy, Ed.; Norem, Ken, Ed.
Alabama Counseling Association Journal, 1998-1999.

traditionally administered pregnancy prevention programs have usually not worked closely with welfare agencies in the past. And the federal reforms provide few incentives for states to create strong linkages. Nonetheless, there is an opportunity here for leaders and groups committed to teen pregnancy prevention, regardless of the approach they favor, to forge creative linkages to welfare/employment bureaucracies. (Author)

ED 429 263 CS 013 434

Stein, Mary Kay
High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.; For other "High Performance Learning Communities Project" papers, see CS 013 435-436.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Research; Elementary Education; *Instructional Improvement; Literacy; *Professional Development; *Public Schools; *School Culture; *Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- Community Ties; *Learning Communities; *New York City Board of Education; Systemic Change

Over the past decade the idea that schools should serve as professional learning communities for teachers has become fashionable. Discussions of "community" pervade the literature on professional development and teacher learning. The three case studies conducted as part of the first-year work on the High Performance Learning Communities Project provide some specific answers to the questions of what it means for a school to serve as a professional learning community for teachers. These studies were conducted in schools which experienced dramatic turnarounds in the past eight years from elementary schools where children were not learning, staff were not teaching, and parents were uninterested to schools with improving student achievement score, dedicated and cohesive teaching staffs, and supportive, involved parents. This paper seeks to explicate the strategies that were used in the case study schools to create and maintain professional learning communities. One overriding similarity was that all three schools were active participants in Community School District #2's overall systemic approach to improvement. Indeed, the decision to intensively study these particular schools was guided by district leaders' beliefs that each had embraced and benefited from the direction, advice, and support provided by the district. As such, the district's hand can be discerned in the cultures of all three schools. As the strategies used by these schools are identified and described, district influences will be noted and elaborated upon. (NKA)

ED 429 264 CS 013 435

Elmore, Richard F.; Burney, Deanna
School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Reading tryout and pilot administrations. Summary results from student and teacher surveys conducted during the tryout stage are included in Part 4. Appendixes contain lists of committee members; checklists; scoring guides; expert panel recommendations; tryout and pilot statistics; survey instruments; and survey results. Contains 18 references. (RS)

ED 429 285 CS 013 544

Reading: Revised Model of the Assessment.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *Reading Achievement; Reading Skills; Reading Tests; *Test Content; *Test Format
IDENTIFIERS- *Michigan High School Test

Designed to provide an experience as close as possible to the actual assessment, this paper presents the revised model of assessment in reading for the Michigan High School Test (HST). The revisions incorporated into the paper reflect the testing transition from the High School Proficiency Test to the HST. The first part of the paper presents reading selections and multiple choice questions on the theme of whether understanding similarities and differences among people influence one's behavior. The second part asks students to write an extended response related to the reading selections in Part One. A scoring guide used to score all written responses to the HST and an answer key for the multiple choice questions are attached. (RS)

ED 429 286 CS 013 545

Romeo, Lynn; Young, Susan A.
Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Discovery Learning; *Experiential Learning; Grade 5; Intermediate Grades; Learning Activities; *Learning Centers (Classroom); *Social Studies; *Student Attitudes; *Student Reaction
IDENTIFIERS- New Jersey

A study investigated students' perceptions about their interactions while using a Literacy Play Center geared toward social studies with a "time machine" theme. Subjects, 19 fifth-grade students in a suburban elementary school in central New Jersey, were interviewed about their experience and video taped while interacting in the play center. Results indicated that students reported feeling very happy and excited while in the Literacy Play Center apparently because of the social interaction that took place. Findings suggest that students perceived the social studies activities and their involvement in the Literacy Play Center as much more interesting than when content area subject matter was delivered via traditional text and lecture method. Contains 27 references and 2 tables of data; 3 appendixes illustrate details of the play center and present student and teacher questionnaires. (SC) encouragement can make a tremendous impact on children's success with homework and school. (RS)

ED 429 307 CS 216 657

Build Your Child's Vocabulary! Ten Fun and Easy Tips.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Parent Student Relationship; Parents as Teachers; Prefixes (Grammar); Suffixes; *Vocabulary Development; *Vocabulary Skills

This booklet presents parents with 10 tips for helping their children expand their vocabulary. The 10 tips in the booklet are: read and use context; look for synonyms and antonyms; rhyming and homophones; compound words; look for related words; prefixes and suffixes; word maps; see how words are formed; mine the wealth of other languages; and use the dictionary. It concludes with the advice that these tips are adaptable to children's age level and experience. (RS)

ED 429 308 CS 216 658

You Can Motivate Your Child to Learn! Ten Fun and Easy Tips and Usted puede motivar a sus hijos a aprender! Diez sugerencias faciles y divertidas.
PUB DATE- 97
NOTE- 33p.; A separately published version in Spanish has been appended.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; Elementary Education; Homework; *Learning Motivation; *Parent Student Relationship; Parents as Teachers; Problem Solving; *Student Motivation

This booklet presents parents with 10 "easy and fun" tips for helping their children be motivated to learn, value learning, and achieve his or her best. The 10 tips in the booklet are: be a model of curiosity; encourage your child's natural curiosity; praise and reward efforts to learn; solve real problems; lay out the steps to success; show interest in your child's schoolwork; let your child show off learning; demonstrate the value of homework; enjoy family learning vacations; and play learning games. It concludes by advising parents to always be supportive and encouraging of their children's efforts. (RS)

ED 429 309 CS 216 672

Valencia, Sheila W.; Wixson, Karen K.
Policy-Oriented Research on Literacy Standards and Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

House of Cards," by Audrey Burgher, discusses integrating technology with innovation. "Reforming Vocational Educational Programs: Change Among a Veteran Staff," by Sally Lib, looks at curriculum updating. "South Side Middle School: A Magnet Program in an Urban Setting," by Margaret Flowers, reviews implementation of an urban magnet school. "An Example of Curriculum Change through Manipulation," by Megan Russo, explores English curriculum revision. "Red-Green School District Bond Proposal," by Jan C. Amsterburg, chronicles a bond proposal and outcome. "Change from the Outside In," by Cary Trexler, focuses on infusion of outside resources. "Restructuring: An Exercise in Futility ?," by Robert Van Camp, examines common planning time for teachers. "Block-Scheduling Failure at Montgomery High," by Maria Schleeter, examines attempts to reduce teachers' work load. "Murder at Seneca School," by Linda Amato, relates a shooting incident resulting from a teacher's layoff; "The New Principal: Innovation for Innovations Sake," by Karen Huff, describes the firing of a new principal. "The Parking Lot Case: A Case of Principal Succession," by Stephen Marsden, looks at the effects of changing parking lot assignments. "It's for Children: Successful Inclusion Programs," by Norma Schutzki, examines mainstreaming emotionally impaired students. "A Case of Change: Strategic Planning," by Darleen Tanner, looks at developing grassroots empowerment. "To Be or Not To Be a Middle School," by Ann Tebo, discusses middle-school restructuring. Case-studies also include commentaries by the case-author, a teacher-leader or administrator, and an educational scholar-researcher. Each study and set of commentaries is followed by a list of references. (RIB)

ED 429 333 EA 029 709

Stanley, Anthony; Gifford, Lorna J.
The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; Educational Change; Educational Innovation; Elementary Secondary Education; Flexible Scheduling; Instructional Innovation; *Literature Reviews; *School Schedules; Time Factors (Learning)
IDENTIFIERS- 4 X 4 Schedule

This paper reviews the literature on 4x4 block scheduling. Studies reveal that the advantages of such scheduling are simplicity, potential for greater student achievement, and reduced disciplinary referrals. Discipline is enhanced through this type of schedule because it decreases the number of times that students are moving in the halls between disciplined environments. The schedule promotes student achievement by allowing students to attend additional classes during their 4-year high school tenure, by encouraging more engaging learning activities, and by allowing students to concentrate narrowly on the four subjects taken each semester. This concentration may allow for better mastery of material, but it does not allow for the breadth of coverage found in traditional schedules. Consequently, the 4x4 block schedule should not be implemented routes to the superintendency and looks at the pool of potential candidates for the position, which includes assistant superintendents, central-office administrators, and principals. The makeup of this pool reflects promising diversity in gender and race, although there is almost a total lack of Asian Americans in the pool. Another feature of this pool of potential superintendents is that secondary school principals are much more likely to become superintendents than are elementary school principals. (Contains 16 references.) (RJM)

ED 429 353 EA 029 761

Hughes, H. Woodrow; Johnson, Ruth N.; Madjidi, Farzin
The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Elementary Secondary Education; *Instructional Leadership; *Principals; *Private Schools; Program Effectiveness; *School Administration; School Supervision
IDENTIFIERS- Administrator Surveys; *California

This report examines divergent views that may exist among administrators based on administrators' demographic characteristics and how these differences affect curriculum design for this group. It looks at factors, such as the person's age, gender, and ethnicity, that might have influenced whether or not an administrator completed a college/university administrator-preparation program and asks if the person found the training program effective. The study population consisted of the chief administrators of 3,881 private schools in California. A total of 256 surveys, which sought to determine what skills are essential to a novice administrator's success, were returned. The findings indicate that the surveyed group was mainly female, predominantly white, with a majority in the 41-60 age group with between 5 to 15 years of experience. Most held at least a master's degree, but only 48.8% percent had completed a college/university-level administrator-preparation program. Those who were most likely to have completed a training program were those who were most educated, who worked at schools with enrollments of 200 or more students, who worked in K-8 schools, and who were older. Among those who had completed a college/university administrator-training program, older administrators reported a higher degree of preparation for their job. (RJM)

ED 429 354 EA 029 762

Allen, Lew; Rogers, Dale; Hensley, Frances; Glanton, Maude; Livingston, Martha
A Guide To Renewing Your School: Lessons from the League of Professional Schools.
PUB DATE- 99
NOTE- 114p.; "Foreword by Carl D. Glickman."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Change; Elementary Secondary Education; Program Descriptions
IDENTIFIERS- League of Professional Schools GA

This book shares the lessons learned by educators as they content elements. The program was designed to make learning methods and strategies of pupils effective, and to develop students' self-knowledge, self-image, and social image. Seventy-eight students participated in the program. Results found: (1) pupils participating in the program were talented and had high IQ scores, but had not automatically developed learning strategies; (2) the program lasted 15 weeks and resulted in measurable development; (3) the most intensive development was remembrance of text; (4) methods of attention functioning developed rapidly; (5) learning methods played an important role in effectiveness of learning; (6) development of learning methods and school achievement were positively correlated; (7) there was no significant correlation between learning methods and scores of intelligence; and (8) there was not a strong correlation between students' opinions of themselves and the opinions of their classmates; and (9) there was no correlation between learning methods and self-evaluation and evaluation of other people. (CR)

ED 429 373 EC 307 021

David, Imre; Balogh, Laszlo
Teachers' Opinion about the Nature of Giftedness.
PUB DATE- 97
NOTE- 9p.; Small print may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Ability Identification; Behavior Problems; Classification; *Enrichment Activities; Foreign Countries; *Gifted; Inservice Teacher Education; Secondary Education; Surveys; *Talent Development; *Teacher Attitudes; *Teacher Characteristics; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Hungary

This article discusses the results of a survey that queried 34 Hungarian teachers of gifted children on the definition of gifted children, developing giftedness, behavior problems of gifted children, enrichment activities, and parent participation. The teachers were attending in-service training on giftedness. Findings of the survey indicate that most teachers believed gifted children had better achievement in some school subject, had outstanding abilities in thinking, and were motivated. Teachers believed the most effective ways of teaching gifted students included individual treatment, announcing school competitions, study circles, optional subjects, grouping according to ability, establishing special classes, visiting bigger libraries, and going to university lectures. Common problems among the gifted were identified as asking a lot of questions, interrupting the teachers' explanations, being too critical of others, finishing a task sooner than others and then dealing with extraneous matters, reading secretly under the desk because the lesson is boring, and forgetfulness. Teacher characteristics that help in teaching gifted children are also discussed and include openness, knowledge of subject, creativity, a good sense of humor, motivation, and ability to adapt to the requirements of the student. (CR)

ED 429 374 EC 307 101

Catlett, Camille; Winton, Pamela J.
Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

This report presents findings of a three-year study to examine how preservice teachers develop an awareness of the needs of academically diverse learners, including gifted students, and implement and/or modify instruction to meet those needs. Preservice teachers were assigned to one of two treatment groups: either participation in an interactive full-day workshop on differentiation (n=22) or participation in the workshop and work with a curriculum coach during student teaching (n=23). Both groups and a comparison group who received neither treatment were followed through their first year assignments as regular class teachers. Qualitative analysis revealed several themes: (1) preservice teachers used ambiguous criteria for identifying student differences and needs; (2) preservice teachers expressed limited knowledge concerning differentiating instruction and demonstrated limited strategies for differentiation; (3) preservice teachers were influenced by factors, such as the structure of the school curriculum, which complicated and discouraged understanding and addressing student differences and needs; (4) participants in both intervention groups expressed a consistent concern with differentiation as part of their teaching goals and the intervention provided a starting point for changing practice. The curriculum coach was most effective when the coaching was compatible with the practices of the cooperating teacher or the university supervisor. Contains approximately 150 references. (DB)

ED 429 393 EC 307 131

Sternberg, Robert J.
A Triarchic Approach to Giftedness.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Construct Validity; Creativity; Elementary Secondary Education; *Gifted; Labeling (of Persons); Learning Theories; *Teacher Student Relationship; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- *Sternberg (Robert); Triarchic Theory of Intelligence (Sternberg)

This report describes four projects that apply Robert J. Sternberg's theories to various aspects of giftedness and gifted performance. Project 1, a construct validation and educational application of Sternberg's triarchic theory of human intelligence, revealed that students who are instructed and whose achievement is evaluated in a way that matches (at least partially) their profile of abilities will perform better in school than children who are mismatched. Project 2, which examined the construct validity of Sternberg's theory of mental self-government, found that teachers tend to: (1) evaluate more positively students who match their own profile or style and (2) overestimate the extent to which students match their own style of thinking. Project 3, construct validation of Sternberg and Lubart's investment theory of creativity, found that creative individuals are people who "buy low and sell high" in the world of ideas. Project 4, an investigation of Sternberg's pentagonal implicit theory of giftedness, found that society labels people as gifted to the extent that the people meet five criteria: excellence, rarity, productivity, demonstrability, and value. Overall, the four projects reveal the value of a

Methods; Family Programs; Guidelines; Infants; *Integrated Services; Mental Health; Toddlers
IDENTIFIERS- *Connecticut

This guide offers assessment and intervention guidelines for the Connecticut Birth to Three system concerning the emotional and psychological well-being of infants and toddlers in the system. Emphasis is on infants and toddlers who exhibit symptoms of traumatic stress disorder, depression or other affective disorders, regulatory disorders, sleep and eating disorders, and disorders of relating and communicating. Guidelines address the definition of infant mental health; stages of social and emotional development (from birth to 8 months, from 9 to 16 months, and from 16 to 36 months); integrated approaches to healthy emotional and social development; assessment, including recommended areas for assessment and diagnostic guidelines for infant mental health; and services and resources including those available to all families in the Birth to Three system, services for children with identified mental health needs, and other family programs and support services. Training needs for early interventionists are also identified. Appendices include the Birth to Three System mission statement, statements from the Connecticut Progress Council and the Connecticut Department of Education, a list of instruments useful in examining social and emotional development, a list of agencies and services in Connecticut to help families of children with emotional and behavioral disorders, and an outline of training outcomes and content. Contains 22 references. (DB)

ED 429 412 EC 307 156

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Ethics; Integrated Services; *Learning Disabilities; *Minimum Competencies; *Paraprofessional School Personnel; Postsecondary Education; *Professional Development; Program Development; *Staff Role; *Supervision; Teacher Role
IDENTIFIERS- National Joint Committee on Learning Disabilities

This paper provides a framework for use by education agencies in developing rules and guidelines for use of paraprofessionals within programs serving individuals with learning disabilities, by postsecondary institutions and related agencies in developing education and professional development programs, and by administrators and teachers/service providers responsible for developing comprehensive systems of services. It addresses: (1) principles for a foundation for successful paraprofessional services; (2) ethical responsibilities; (3) educational requirements for paraprofessionals; (4) roles and responsibilities of paraprofessionals in a learning disabilities program; (5) activities outside the scope of responsibilities for paraprofessionals; (6) responsibilities of the qualified teacher/service provider with regard to use of a paraprofessional; and (7) guidelines for supervision of paraprofessionals. Appendices include recommended competencies for paraprofessionals and recommended competencies for the qualified supervising teacher/service provider. (CR)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Legislation; Elementary Secondary Education; *Financial Support; *Money Management; Public Schools; School Administration; *School Funds

In 1991, the charter school movement began in Minnesota and since then, 28 more states and the District of Columbia have passed similar versions of charter school law. This paper examines a facility planning model designed to help charter schools maximize their chances of succeeding in the effort to secure permanent facilities. The model includes a facility feasibility element that sets the scale and quality towards which project charter schools can, and should, realistically aim to accomplish; an occupancy cost element that determines the level of total facility cost charter schools can, and should, bear; and a credit standards element that determines key financing and operating criteria that charter schools must be willing and able to meet to acquire permanent facilities through either leases or mortgages. The paper also includes a summary of leading facility financing arrangements currently in use by charter schools, and presents recommendations for enhancing charter school facility financing alternatives to benefit more charter schools and to advise prospective facility financing providers. (GR)

ED 429 433 EF 005 345

Tanner, C. Kenneth
A Design Assessment Scale for Elementary Schools.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Education; *Elementary Schools; Evaluation Methods; Public Schools; School Security
IDENTIFIERS- *Educational Facilities Evaluation

The Design Assessment Scale for Elementary Schools (DASE) assists educators and architects in planning and designing developmentally appropriate learning environments for elementary schools. This article examines DASE, its introduction and development, the first step in the instrument's validation process, and the initial reliability coefficients. Also described are each of the DASE facility design assessment components for measuring the degree of functionality, safety, adequacy, quality, pattern, and overall impression. The article concludes by describing a design assessment scale for elementary schools in terms of validity and reliability. Contains 23 references. (GR)

ED 429 434 EF 005 346

Fielding, Randall
The Death of the Classroom, Learning Cycles and Roger Schank.
PUB DATE- 99
NOTE- 5p.; Based on Roger Schank's presentation at the CEFPI Conference (Columbus, OH, April 1999) as well as Schank's book

(Ying Xiu Yang) (in Chinese); "Zero Tolerance Policy in the United States Public School System--Response of School Social Work" (Lina Fong); "Analysis of the Undertaking of the Family Education in the Mainland of China Since the Reform and Opening" (Feng Luo) (in Chinese); "Future Development and Characteristics of Science Curricula in Hong Secondary and Primary Schools" (Sing Lai Chan, Kevin Chung Wai Lui) (in Chinese); "Implementing Language Teaching Innovations in Hong Kong: The Case of the Bridge Program" (Ngar Fun Liu, Laurence Goldstein); "The Impact of Disseminated School-Based Curriculum Materials on Hong Kong Schools" (Yiu Chun Lo); "The Characteristics of the Use of Chinese Characters and Words in Writing by Primary School Pupils in Zhejiang of China" (Shek Kam Tse, Xin Hua Zhu) (in Chinese); "Hong Kong's Secondary School Textbooks on Chinese History Should Absorb Fresh Historical Research Findings" (Jun Fang) (in Chinese); "Language Learning and the Mother Tongue: A Personal Experience" (Ruth Emilie Hayhoe); "Sun Zi's 'The Art of War': Applications for the Classroom" (Loi Soh Loi, Jack Cheng Chuah Teo); "Learning Experiences of Overseas Non-English Speaking Background Students: A Case Study of an Australian University" (Tammy Kwan, Tommy Tang); and "A Developmental Profile of New Horizons in Education" (William Y. Wu, Kwok Keung Ho). (MSE)

ED 429 455 FL 025 806

Lefebvre, Claire
Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
PUB DATE- 98
NOTE- 479p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affixes; African Languages; Cognitive Processes; Comparative Analysis; Contrastive Linguistics; *Creoles; Determiners (Languages); *Diachronic Linguistics; French; Grammar; *Haitian Creole; *Language Patterns; *Language Processing; Language Research; Linguistic Theory; Nouns; Pronouns; Syntax; Tenses (Grammar); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Clauses; *Fongbe

The research reported here focuses on the cognitive processes involved in creole genesis: relexification; reanalysis; dialect levelling; and parameter setting. The role of these processes in creole genesis is documented in a detailed comparison of Haitian Creole with two of its major source languages: French, its main lexifier language, and Fongbe, one of its West African substratum languages. Chapter topics include: the complex process of creole genesis and linguistic theory; cognitive processes involved in creole genesis; background and methodology of the current study; functional category lexical entries involved in nominal structure; the preverbal markers encoding relative tense, mood, and aspect; pronouns; functional category lexical entries involved in the structure of the clause; the determiner and the structure of the clause; the syntactic properties of verbs; relexification of derivational affixes; concatenation of words into compounds; parameters; an evaluation of the hypothesis; and theoretical consequences. Appended materials include a list of available Haitian Creole texts from 1776-1936, notes on phonemic inventories and orthographic conventions, and a sample of non-matching derived words in Haitian and French. A list of abbreviations and indexes of authors, language/language families, and subjects

Doctor of Science (DrSc.) degrees. After 1964 the Soviet-style system was modified somewhat, becoming a hybrid of traditional Czechoslovak and Soviet systems. The end of communism and the 1990 law on higher education led to a return to the former Czechoslovak system of PhDr. and RNDr. degrees and habilitation, with the process now more similar to the attainment of the American PhD. degree. (MDM)

ED 429 476 HE 031 851

MacFarland, Thomas W.
A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Business Education; College Faculty; College Instruction; *College Students; *Distance Education; Extension Education; *Grades (Scholastic); Graduate Study; Higher Education; Psychology; Teacher Education; Undergraduate Study; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined differences in final course grades for campus-based and distance education students at Nova Southeastern University (Florida). Data on over 26,000 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a significantly greater frequency of successful grades (A, B, C, or Pass) than their campus-based counterparts enrolled in the undergraduate studies program, the School of Education and Human Services, and the School of Business and Entrepreneurship. However, in the Center for Psychological Studies, there was no significant difference in the frequency of successful grades awarded in campus-based courses and courses offered through distance education. For courses taught by faculty who concurrently taught the same course to campus-based students and distance education students, there was no significant difference in the frequency of successful grades awarded in campus-based courses and courses offered through distance education. An appendix contains 9 references and 4 tables. (MDM)

ED 429 477 HE 031 852

MacFarland, Thomas W.
An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Business Education; College Instruction; *College Students; *Distance Education; Extension Education; *Grades (Scholastic); Graduate Study; Higher Education; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined differences in final course grades for campus-based and distance education students in the School of Business and Entrepreneurship at Nova Southeastern University (Florida).

focus groups of faculty who discussed their reactions to a report on teaching at the university. The data were analyzed using HyperRESEARCH software to generate detailed reports on frequencies of categories, subcategories, and Boolean combinations of these. It was found that the most frequently discussed themes included evaluation, making teaching a priority, faculty development, infrastructure, and rewards for teaching. Faculty seemed to view evaluation of teaching as either an impossible mission or an activity with a questionable potential for teaching improvement. In nearly a third of the focus groups, faculty called on the university to increase its commitment to redefine the role of teaching. In nearly half of the discussions, faculty affirmed support for the concept of central resources to improve teaching, while some faculty felt that the school's existing facilities did not support excellent teaching. In nearly half of the focus groups faculty noted that the incentives seemed insufficient to reward excellent teaching. (Contains 27 references.) (MDM)

ED 429 498 HE 031 947

Volkwein, James Fredericks; Parmley, Kelli
Comparing Administrative Satisfaction in Public and Private Higher Education.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Association for Institutional Research Northeast Conference (Philadelphia, PA, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Administrators; Compensation (Remuneration); Conflict; *Higher Education; Interpersonal Relationship; *Job Satisfaction; *Predictor Variables; *Private Colleges; *Public Colleges; Rewards; School Size; Teamwork

This study examined job satisfaction among administrators in public and private higher education. Data on nearly 1,200 administrators, ranging from directors to presidents, was obtained through surveys of 120 public and private universities. It was found that both public and private higher education administrators were most satisfied with the intrinsic rewards of their positions and least satisfied with the extrinsic rewards and working conditions. However, administrators from private universities were significantly more satisfied than administrators from public universities on the extrinsic rewards dimension (salary, benefits, and promotion). It was also found that, controlling for all other variables, an absence of interpersonal conflict and an atmosphere of teamwork accounted for most of the explained variance in overall satisfaction among both populations. Holding a higher administrative rank was significantly associated with both intrinsic and extrinsic satisfaction in both groups. In public universities, campus size tended to reduce administrators' satisfaction with the quality of their relationships with others in the work place, while undergraduate quality tended to promote satisfaction in both groups. (Contains 63 references.) (MDM)

ED 429 499 HE 031 991

Fuller, Frank
Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.

organizations is best done by examining their organization-environment interface, and it suggests an agenda based on historical perspective; a contingency model, or framework, of the organization-environment interaction; and a discussion of implications for the future. The paper is organized into five broad sections: (1) the contingency model of the organization-environment interface; (2) an historical analysis, based on this model, of the evolution of our conceptual understanding of colleges and universities as complex organizations since World War II; (3) a presentation of several emerging societal conditions that influence the current higher education environment and provide a contrast to recent history; (4) discussion of the key characteristics and institutional implications of the emerging postsecondary knowledge industry; and (5) a proposed research agenda that examines this emerging postsecondary knowledge industry and its impact on postsecondary institutions as organizations, the focus of which is on redefining the industry, redirecting relationships and mission, reorganizing institutions, and renewal of the academic workplace. (Contains 65 references.) (DB)

ED 429 519   HE 032 011

Dey, Eric L.; Hurtado, Sylvia; Rhee, Byung-Shik; Inkelas, Karen Kurotsuchi; Wimsatt, Leslie A.; Guan, Fenghua
Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Instruction; *College Outcomes Assessment; Data Analysis; *Data Collection; Educational Assessment; Higher Education; Learning Processes; *Longitudinal Studies; *National Surveys; Research Methodology; *Student Surveys
IDENTIFIERS- Astin (Alexander W); *Input Environment Outcome Model

This report analyzes existing national data sets to determine their utility in studying teaching, learning, and assessment issues as they affect postsecondary student outcomes. The analysis used Astin's Input-Environment-Outcome model to evaluate student and faculty databases that are intended to be nationally representative, are recent or continuing, have a major focus on undergraduate postsecondary participation, and cover teaching and learning topics. The seven student-centered data sets reviewed are: Baccalaureate and Beyond Longitudinal Study; Beginning Postsecondary Student Longitudinal Study; High School and Beyond; National Education Longitudinal Study of 1988; National Longitudinal Study of the High School Class of 1972; National Postsecondary Student Aid Study; and Recent College Graduates Study. Also reviewed are four iterations of the Cooperative Institutional Research Project surveys. Faculty-centered data sets included are the American Council on Education Faculty Survey, the Higher Education Research Institute Faculty Survey, and the National Study of Postsecondary Faculty. Strengths and limitations of each data set are discussed and data sets are compared for inputs, teaching/learning, environments, and outcomes. Attached tables detail study findings. An appendix summarizes limitations of the data sets cited in empirical studies. (Contains 25

(150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Courseware; Distance Education; Foreign Countries; Higher Education; *Instructional Design; *Material Development; *Multimedia Materials; *Navigation (Information Systems); *World Wide Web
IDENTIFIERS- Germany

The quality of World Wide Web-based learning depends on several critical success factors. In particular, course materials on the Web should not represent a one-to-one transfer of written lecture notes; added values (e.g., interaction and dialogue components, training modules) should be provided. This paper introduces the approach of multimedia Web-based teachware packages taking these demands into consideration. Applications are based on a series of modular reusable components providing core functionalities--especially flexible navigational guidance--and serving as a framework for developing Web-based teachware packages with any type of content. The first section discusses motivation, including advantages of Web-based learning compared to traditional computer-based training, and a project to create a "virtual campus," at the University of Erlangen-Nuremberg (Germany). A framework for Web-based teachware packages is presented in the second section, including flexible navigational guides, orientation guides, interactive components, annotations, glossary, online manual, assistance by the tutor and technical support staff, and learner-learner communication. The third section addresses reusability and course generation, including integrated guided tour definition and separated guided tour definition. Figures illustrate the control panel, navigational guides, and separated guided tour definition. (AEF)

ED 429 538 IR 019 446

Lautenbacher, Glenn E.; Mahling, Dirk E.
Interface Design Issues for Web-Based Collaborative Learning Systems.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Interfaces; Computer Mediated Communication; *Cooperative Learning; *Courseware; *Design Preferences; Higher Education; Hypermedia; Instructional Design; Instructional Innovation; Navigation (Information Systems); *Screen Design (Computers); *World Wide Web
IDENTIFIERS- Collaborative Learning; *Learning Environments; *Problem Based Learning; Prototypes; University of Pittsburgh PA

This paper presents interface guidelines from research at the University of Pittsburgh (Pennsylvania) School of Information Sciences in developing a collaborative, problem-based learning environment for the World Wide Web. The lessons learned are based on student use and evaluation of three interface prototypes over the course of 3 years and spanning several domains: (1) CALE I, an X-Windows application that includes functionality to support synchronous as well as asynchronous collaborative problem-based learning; (2) CALE II, a Web-based version of CALE I; and (3) CoMMIT, a frames-based Web application. Insights into appropriate windowing strategies,

Elementary Secondary Education; Information Technology; Instructional Design; *Instructional Development; Literature Reviews; Models; Postsecondary Education; *Teacher Education; Teacher Surveys; Teaching Methods; Use Studies
IDENTIFIERS- *Barriers to Implementation; *Technology Implementation; Technology Integration; Technology Utilization

This article examines barriers to technology adoption based on the literature and data from two studies. A five-step hierarchical model (familiarization, utilization, integration, reorientation, evolution) of adoption of technology in the classroom is presented, and internal and external barriers to technology adoption are examined. The two studies are then described. In the K-12 study, 1,000 art teachers were surveyed to: ascertain current levels of technology adoption; characterize teaching strategies used for learning in computer-based art classrooms; identify barriers to technology adoption; and propose an instructional model. In the second study, information on the impact of a large-scale initiative, the Electronic Academy, implemented at two- and four-year institutions in a Midwestern state postsecondary system, was collected from instructional technology coordinators. A product of this examination is a visual representation of the interactions and interdependence of elements that contribute to the construction of barriers to technology adoption. The model is intended to clarify internal and external obstacles and to serve as an aid to pre-service and in-service teacher education curriculum designers and developers as they plan for the successful infusion of newer technologies in the curriculum. Three tables contain a summary of research on barriers to technology adoption and data on barriers to technology adoption at the elementary, secondary, and postsecondary levels. (Contains 28 references.) (DLS)

ED 429 557 IR 019 466

Hubbard, Ruth
Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
PUB DATE- 98
NOTE- 58p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Computer Uses in Education; Curriculum Enrichment; Educational Technology; Elementary Education; Information Policy; *Information Retrieval; *Internet; Research Skills; *Search Strategies; *Training; Use Studies
IDENTIFIERS- Information Value; Technology Integration; Technology Utilization; Training Needs

This practicum was designed to provide more comprehensive access to current and relevant information for students and teachers in an elementary school for curricular augmentation, research, and classroom projects. The printed materials and electronic databases in the library (media center) did not have the information needed because of their age, scarcity, or insufficient subject matter. Teachers and students needed to learn how to access and use the Internet to find information. An Internet training program was developed for both teachers and students at the elementary level. Weekly lessons in the library instructed teachers and students on the basics of the Internet, conducting an effective search, validating found

This report describes West Virginia's Basic Skills/Computer Education (BS/CE) program and connects its features to gains in student test scores that are practically and statistically significant. The program consists of three components: (1) software that focuses on the state's basic skills goals in reading, language arts, and mathematics; (2) enough computers in the schools so that all students will be able to have easy and regular access to the basic skills software; and (3) professional development for teachers in the use of the software and the use of computers in general. Data were collected from all fifth graders (n=950) in 18 elementary schools selected to represent the range of variables that might influence technology use and student achievement. Survey data were also collected from 290 teachers. Results were analyzed using a model that includes access to software and computers, attitudes toward technology, and teacher training and involvement. The relationship of BS/CE to student achievement, as measured by the Stanford-9 achievement test, is examined. Findings suggest that the BS/CE program had a powerfully positive effect, especially in those schools that used it most intensively. Ten figures and tables illustrate findings. (AEF)

ED 429 576 IR 019 537

Gillis, R. Peter; Whitemarsh, Judith
FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 107p.; A publication of the School Technology Task Group. For related document, see IR 019 538.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Check Lists; Computer Security; *Computer Uses in Education; Educational Administration; Educational Practices; Educational Technology; Elementary Secondary Education; Foreign Countries; *Freedom of Information; Information Management; *Information Policy; Information Systems; Information Technology; Legislation; *Privacy; *School Districts
IDENTIFIERS- Alberta; Technology Implementation

This study provides suggestions and best practices for superintendents, Freedom of Information and Protection of Privacy (FOIPP) coordinators and school information technologists in dealing with the impact of Alberta's FOIPP Act on the application of information technologies within their organizations. The study explores the relationship between the requirements of the legislation and the ongoing application of technology within school organizations, as it relates to accessing information, protecting individual privacy, and managing electronic information. The study is divided into six parts: (1) FOIPP overview and checklist for senior managers; (2) introduction, covering the scope of the FOIPP Act and definitions; (3) accessing general information, including policy principles for information access; (4) accessing personal information; (5) protecting personal privacy, including privacy requirements, implementing privacy protection for information systems, planning new and modified personal information systems, privacy impact assessment, security of personal information, and contracting; and (6) FOIPP and information management, including managing electronic records,

(10) Multimedia Authoring; (11) The Tabular Database as a Tool for Inquiry; (12) Data Logging; (13) Approaches To Control Technology; and (14) The Internet in Primary Schools. Names and addresses of suppliers are appended. Includes a bibliography and an index. (AEF)

ED 429 597 IR 019 573

Peters, Otto
Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Distance Education; Educational Development; Educational Practices; Educational Technology; Foreign Countries; Futures (of Society); Higher Education; Nontraditional Education; Teaching Methods; Teaching Models

This book provides an analysis of teaching and learning and the network of issues and concerns that underpin distance education. It reviews several existing models that permeate current practice, and that will influence future practice, and relates these to pedagogics. The book provides not only an overview of historical developments but explains the thinking that is influencing current practice and that which is likely to influence future practice around the world. The first chapter "Taking Stock" outlines essential elements of the pedagogics of distance education. The second chapter "Distance and Proximity" describes five models of instruction (correspondence, conversation, teacher, tutor, and technological-extension). The third "Three Constitutive Concepts" and fourth "The Three Concepts in Practice" chapters discuss the three constitutive concepts of Dialogue, Structure, and Autonomy, and describe these concepts. The fifth chapter "Modifying Concepts" discusses the concepts of open, lifelong, post-industrial and post-modern learning. The sixth chapter "Digital Information and Communication" analyses working forms in the digital-learning environment, in teleconferencing, and in the virtual university. Chapter seven "Teaching and Learning Models Specific to Institutions" introduces distance teaching and learning models from institutions around the world. The eighth chapter "Analyses and Perspectives" provides an analysis of different models of teaching and learning in distance education. An appendix presents four examples showing distance instruction using various technologies. Includes subject and name indexes. (AEF)

ED 429 598 IR 019 574

Hefzallah, Ibrahim Michail
The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.
PUB DATE- 99
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Educational Environment; *Educational Improvement; *Educational Technology; Empowerment; Instructional Effectiveness; Technological

Library and health care professionals team up in the Born to Read partnerships in Florida to empower at-risk expectant and new parents to take an active role in the health and education of their children. Designed for Born to Read workshop participants, this manual contains the following sections: (1) General Information, including workshop agendas, lists of participants, and library program information sheets; (2) Overview, including Born to Read goals/highlights and library program descriptions; (3) Brain Research, including statements on the importance of early childhood brain development, guiding principles for policy makers, an address on the Committee for Economic Development's role in childhood education/development, brain research summary, child care statistics, and directory of trainers; (4) Programs, Services and Materials to enhance infant development, including a bibliography, list of toys/manipulative objects, a presentation on infant/toddler communication and language development, lists of books and sound recordings for infants/toddlers, description of a program for Hispanic teen mothers, a paper on the role of fathers in children's literacy development, rhymes/songs for babies, and tips for working with young children; (5) Public Relations and Communications, including news releases, overheads, and a publicity checklist; (6) Partnerships, including guidelines for developing partners; (7) Volunteers, including newspaper articles and a volunteer packet; and (8) Evaluation, including report guidelines. (AEF)

ED 429 616 IR 057 342

Fiore, Carole D.
Sensational Summers: Reaching Your Community through Outreach Programming.
PUB DATE- 98
NOTE- 29p.; For the "Born to Read" workshop manual, see IR 057 343.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Libraries; County Libraries; Elementary Education; *Library Services; *Outreach Programs; Program Development; Program Evaluation; *Public Libraries; Questionnaires; *Reading Programs; *Summer Programs; Workshops
IDENTIFIERS- Florida

This packet supplements a workshop on summer reading programs given in December, 1998 in several Florida counties. Workshop objectives and ground rules for successful meetings and workshops are outlined at the beginning of the document. The Florida Library Youth Program is then discussed, including basic philosophy, outreach to children in poverty, age and ability levels, and materials and incentives. The remainder of the packet consists of the following materials: a decision matrix form; sources for promotional materials; suggested types of programs and services; factors to consider when choosing an evaluation method; evaluation form for the 1999 Florida Library Youth Program; summer library program statistics form; sample questionnaire for summer library program participants; sample survey of parents/guardians; and a selected bibliography. (AEF)

ED 429 617 IR 057 343

Johnson, Margie, Comp.; Cook, Ann, Comp.; O'Reilly, Lesley, Comp.

help shape student attitudes to reflect the values of scientists: objectivity, perseverance, and a desire for closure. This paper gives special attention to two methods of instruction: (1) the project method, in which a student selects, plans, and executes a project, with the teacher serving as a helper and evaluator; and (2) the problem-solving method, which is especially appropriate in a laboratory environment. In both cases, it is important for the teacher to develop measurable, precise objectives by which to evaluate the work of the student. An alternative method presented is "subject-centered science curriculum," which emphasizes the development of the students' intellect and critical thinking abilities, by focusing on abstract, rather than concrete, learning activities. All these methods can be appropriate in different situations, and the teacher can decide which is most effective for his or her students. (CAK)

ED 429 636 JC 990 209

Providing Access to Library Automation Systems for Students with Disabilities.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Community Colleges; Compliance (Legal); *Computer Uses in Education; Disabilities; Educational Planning; *Educational Technology; Program Implementation; *Special Needs Students; Student Needs; Two Year College Students; Two Year Colleges
IDENTIFIERS- Americans with Disabilities Act 1990; *California Community Colleges

This document provides information on the integration of assistive computer technologies and library automation systems at California Community Colleges in order to ensure access for students with disabilities. Topics covered include planning, upgrading, purchasing, implementing and using these technologies with library systems. As information management systems have become automated, access to technology has become synonymous with access to information. The need to comply with the Americans with Disabilities Act, by providing access to all individuals, made the integration of "adaptive computing technology" into existing automation systems an attractive solution. The three major types of automation systems are presented and the following automation systems are described: SIRSI, Innovative Interfaces, GEAC, DRA, CARL, Dynix and VTLS. The document also outlines the library access guidelines for persons with disabilities. Examples of types of assistive technologies for library access are categorized by disability, and include screen readers, speech synthesizers, screen enlargers, keyboard modification, and technologies for reading paper text. The document also identifies who at the community college should be responsible for designing and implementing the assistive computer technologies, the relevant decision-making factors to be considered, the characteristics of the users of these services, a rationale for why assistive integration is needed, and relative costs of implementation. (SKF)

ED 429 637 JC 990 210

Lyman, School of Information and Library Studies, State University of New York-Buffalo (Buffalo, NY, April 28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Classroom Techniques; *Computer Uses in Education; *Distance Education; *Educational Needs; *Educational Technology; Higher Education; Instructional Development; Needs Assessment; *Teacher Student Relationship

Educators involved in the delivery of distance education would do well to heed the following rules regarding the use of learning technologies: know yourself and how you create and manage a personal presence; aim for a mix of learning technologies and strive for integration without duplication; realize that each learning technology has its own inherent biases in how it conveys information and supports interaction; and rely on common sense when deciding when (and how much) to use learning technologies. When selecting learning technologies, educators must also consider various teaching and institutional issues, including the following: the kinds of learners that will be using the learning technologies; the relative storage and interactivity capacities of different media and their strengths and weakness in specific situations; ways learning technologies promote/block self-competence and connection; and the amount of time that can be devoted to online teaching. Learning technologies should possess the following characteristics: flexibility; engaging interface; minimum effort for maximum return; capacity for self-correction; some toleration of errors; fast feedback on another's actions; evidence of best operational capacity, ease of interaction; unobtrusive operational software; and adaption to various contexts. (The paper contains 10 references and a list of computer technology design faults.) (MN)

ED 429 171 CE 078 393

Gahris, Cynthia
Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Career Education; *Career Planning; *Outcomes of Education; Program Effectiveness; Program Evaluation; Secondary Education; *State Programs
IDENTIFIERS- *Ohio

In response to trends toward greater accountability expectations for educational programs, a study evaluated the success of the implementation of Ohio's Individual Career Plan (ICP). The ICP is a document initiated by students no later than grade 8 that helps to outline initial career goals and educational plans to reach those goals. A core standard and performance measure was designed and has been in place since 1994. Through an interval sample process, 2 percent of the state's students in grades 8, 10, and 12 are interviewed each year about their career goals, the courses they plan to take in high school to reach those goals, and what they plan to do after high school to reach the goals. It is expected that at least 75 percent of students will be able to articulate career goals and appropriate educational paths to reach those goals; in 1998, 87-91 percent of students responded appropriately. Comparisons of districts with and

Brown, Bettina Lankard
Sexual Harassment Interventions. ERIC Digest No. 206.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Compliance (Legal); Educational Policy; Educational Practices; *Employment Practices; *Federal Legislation; *Grievance Procedures; Public Policy; *Sexual Harassment; *Supervisory Training; Training Methods
IDENTIFIERS- ERIC Digests

Recent Supreme Court rulings are motivating employers to take actions reflecting their compliance with federal laws protecting against sexual harassment. Three key steps employers can take to counter sexual harassment are as follows: develop a strong company policy specifying outlawed behaviors and penalties for their demonstration; establish grievance procedures for reporting, processing, and resolving complaints; and provide sexual harassment training for supervisors, managers, and workers that explains how sexual harassment can be recognized, confronted, and averted. All companies and schools that receive federal funds must have written sexual harassment policies specifying what behaviors constitute sexual harassment; how sexual harassment complaints are to be reported, investigated, and resolved; strategies the company will follow to investigate and resolve complaints; and what punishments will be levied for violations of the policy. Although companies are legally required to handle grievances internally before seeking outside litigation, schools are also finding internal grievance procedures to be more effective in handling sexual harassment complaints. Sexual harassment training programs for business's and schools' supervisors and employees can be internally or externally provided The ultimate success of sexual harassment training programs will be reflected in organizations' ability to eliminate the behavior and avoid sexual harassment lawsuits. (MN)

ED 429 189 CE 078 430

Wagner, Judith O.
Job Search Methods for the 21st Century. ERIC Digest No. 207.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Career Development; *Career Education; *Employment Interviews; Information Sources; Internet; *Job Application; *Job Search Methods; *Occupational Information; Resource Materials; Resumes (Personal); World Wide Web
IDENTIFIERS- ERIC Digests

The job hunt has changed significantly in recent years. The World Wide Web has become an important source for job information and career development. After deciding what type of job they are include the following: insufficient information and guidance on opportunities; insufficient training programs; domestic constraints; financial constraints; psychological barriers; and disincentives caused by women's position in the labor market. Types of education and training programs for women returning to education and training are as follows: updating; reorientation; positive action programs offering nontraditional training; informal, community-based learning activities; and preparatory programs. Providers include Training and Enterprise Councils and women's projects and centers. Returners have some shared needs: information and advice, broad and appropriate training programs, and practical support. (Contains 44 references.) (YLB)

ED 429 206 CE 078 454

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Programs; Beginning Reading; Behavioral Objectives; Foreign Countries; High Interest Low Vocabulary Books; *Job Training; Learning Activities; *Learning Disabilities; *Learning Modules; Self Advocacy; Self Evaluation (Individuals); *Trainers; *Training Methods; Vocabulary Development
IDENTIFIERS- England

This training package consists of a print training guide to accompany an audiotape and videotape. It is designed to support adults with learning disabilities in their efforts to become trainers. Adult learners who complete the training package as part of a further education college, adult education center, day center, or self-advocacy group program are eligible to receive Open College credits for their efforts. The package consists of 16 learning modules that each contain some or all of the following: unit objectives, student handouts, instructional text, and a review checklist. Basic vocabulary and simple sentence structures are used in all the modules, and each module is liberally illustrated. Module topics are as follows: introducing training, being in a group, self-assessment, going to a meeting, let's relax, presenting ourselves, our rights, make it fair, saying no, planning, ways of teaching, giving a talk, how did it go?, resources, doing your own research, and organizing yourself. Concluding the training guide is a word bank in which vocabulary words used throughout the guide are defined in simple terms and illustrated. (The audiotape is an audio version of the print learning modules. The videotape shows people in the trainer training course and introduces people already working as trainers.) (MN)

ED 429 207 CE 078 455

Lee, Lung-Sheng Steven
Guidelines for Reporting Country-Specific Technology Education.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the International Technology Education Association (61st, Indianapolis, IN, March 28-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

market. Enhancing collaboration, improving communication, and increasing these systems' knowledge of each other are among the challenges confronted by policymakers, program personnel, and court-involved youth. (MN)

ED 429 225 CE 078 486

Hemminger, Marci; Lenfestey, Karen; Miller, Joy; Shipley, Nancy
TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Educational Benefits; *Educational Research; Grade 10; Grade 9; High Schools; Occupational Aspiration; Postsecondary Education; Questionnaires; Student Attitudes; Student Educational Objectives; Student Surveys; *Teacher Researchers; *Tech Prep; *Theory Practice Relationship; *Vocational Education; *Vocational Education Teachers

Three tech prep teachers and one counselor at a Vermont high school examined tech prep's effectiveness in influencing students' career decisions and their intentions to receive postsecondary education. Three methods were used to collect data at the end of the third 9-week quarter of the school year: analyzing students' course selections, grades, and responses to a 10-item survey. The teacher researchers found that 14 of the 22 students enrolled in the school's Tech Prep Potential class signed up to take additional college prep courses, and 6 opted to attend a career center. Compared with other students at the high school, the Tech Prep Potential students' grade point average for science, mathematics, and English during their sophomore years averaged 0.62 points lower. This difference was attributed to the fact that meeting the standards needed to participate in the Tech Prep Potential program requires students to schedule more challenging courses than they might choose otherwise. According to the student survey, the Tech Prep Potential was most beneficial in exposing students to new careers. It was also considered valuable in explaining the importance of postsecondary education. (A four-item annotated bibliography is included. Appended is the tech prep student survey.) (MN)

ED 429 226 CE 078 487

Truell, Allen D., Ed.
AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Education; Access to Education; Administrator Attitudes; Case Studies; Computer Assisted Instruction; *Education Work Relationship; Educational Change; Educational Practices; Educational Research; Educational Trends; General Education; High Schools; Integrated Curriculum; Models; Regional Planning; *Regional Schools; Special Needs Students; *Strategic Planning; Trend Analysis; Vocational Directors; *Vocational Education; Vocational Education Teachers

This document contains five papers on vocational education.

PUB DATE- 99
NOTE- 140p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Counseling; *Counseling; Health Maintenance Organizations; Mental Health; School Counselors; Supervision
IDENTIFIERS- *Alabama

This document consists of the two issues of the "Alabama Counseling Association Journal" that make up volume 24. Articles in Issue 1 include: (1) "Learning Comes in Many Forms" (Holly Forester-Miller); (2) "Legislative, Legal, and Sociological Aspects of Alabama's Mental Health System" (David Gamble; Jamie S. Satcher); (3) "Peer Supervision: A Look at the Structures Group Supervision Model to Assist School Counselors" (Laurie L. Williamson); (4) "The Rural School Counselor: Professional Issues, Roles and Training" (Tracy D. Baldo, Kathleen F. Quinn, Theresa M. O'Halloran); (5) "Predicting Resiliency among Children with Asthma" (Robin Blackburn; Jamie S. Satcher); (6) "Boundary Issues in Perspective" (Barbara L. Herlihy, Gerald Corey); (7) "Clinical Supervision of Prelicensed Counselors: A Qualitative Inquiry" (Sandy Magnuson, S. Allen Wilcoxon). The following articles appear in Issue 2: (1) "RESPECTFUL Career Counseling" (Darrell Luzzo); (2) "Vocational Identity and Stress: A Study of Vocational Identity and Occupational Stress among Substance Abuse Counselors" (Joseph G. Law, Jr.; Anna H. Costarides, Vaughn S. Milner); (3) "The Ethical and Social Justice Dilemma of Managed Behavioral Health Care" (Patricia Anne Davis Kennington); (4) "A Twist in the Paradigm of Counselor Helper" (Marijane Fall); (5) "Review of Health and Longevity: Mental Health and Development Issues from 911" (John McCarthy); and (6) "Lest We Abuse Our Personal Power in Counseling and Supervision: An Interview with Dr. Glenda Elliott" (Sandy Magnuson). (MKA)

ED 429 246 CG 029 162

Vontress, Clemmont E.; Johnson, Jake A.; Epp, Lawrence R.
Cross-Cultural Counseling: A Casebook.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Blindness; *Case Studies; Child Abuse; *Counseling; Homosexuality; Psychotherapy; Racial Discrimination; Substance Abuse; Violence
IDENTIFIERS- *Cross Cultural Counseling

This book is organized into two parts. Part 1 consists of three chapters in which the theoretical groundwork is laid for part 2. In the introduction, an existential based theory of culture is offered, the cross-cultural client is defined, and the format of the book is described. In chapter 1, several constructs that may affect cross-cultural counseling are discussed. In chapter 2, the existential basis of cross-cultural counseling is described. In part 2, ten case studies of culturally different clients are presented. In each case, the client is introduced, the client's history is presented, and three analyses are provided. The first one is from a conceptual perspective using recognized psychological and cultural concepts, the second is from an existential perspective, and the third is based on the diagnostic model presented in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders. After the case analysis

PUB DATE- 97
NOTE- 44p.; For other "High Performance Learning Communities Project" papers, see CS 013 434-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Instructional Improvement; *Professional Development; *Public Schools; *School Culture
IDENTIFIERS- Learning Communities; *New York City Board of Education; Systemic Educational Reform; Teaching Research; Theoretical Orientation; *Variability

This paper describes how Community School District 2 has dealt with individual school variability in the context of an ambitious system-wide instructional improvement effort, and it identifies questions, principles, and practical ideas that can be used to increase the capacity of District 2 to engage in systemic improvement. The paper suggests that it is possible, by focusing on the fundamentals of teaching and learning in a sustained way over time, to realize significant gains in student performance. It contains the following five sections: (1) a description of Community School District 2 and its strategy for system-wide instructional improvement; (2) a discussion of the tensions between the assumptions of systemic improvement strategies and the specific conditions of the "real world of schools" as seen in District 2; (3) an analysis of the basic tenets of District 2's emerging theory of action regarding systemic instructional improvement and school variability contrasted with the district's "theory in use"; (4) an analysis of District 2's principals' perspectives on the systemic instructional improvement strategy, which reports the findings of interviews with principals in the first year of the High Performance Learning Communities Project study; and (5) questions, principles, and ideas for how school systems can handle the issue of school variability in the context of systemic improvement. Contains 2 tables of data. (NKA)

ED 429 265 CS 013 436

Stein, Mary Kay; D'Amico, Laura
Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.; For other "High Performance Learning Communities Project" papers, see CS 013 434-435.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Classroom Techniques; Elementary Education; *Instructional Innovation; *Literacy; Professional Development; *School Culture; *Teacher Administrator Relationship; *Teacher Role
IDENTIFIERS- *Balanced Literacy; Guided Reading Procedure; *New York City Board of Education; Teaching Research

By building upon earlier studies of District 2 (Elmore and Burney, 1996, 1997) which have focused on the ways in which members of the district leadership community interact and learn from one another, this paper investigates the ways in which teachers think about, implement, and learn new instructional practices in District 2 classrooms. The paper begins with a

ED 429 287 CS 013 546

Mori, Yoshiko
Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; Higher Education; *Japanese; *Reading Comprehension; Reading Research; *Second Language Learning; *Word Recognition
IDENTIFIERS- Kanji Script

A study explored the combined effects of morphological clues and contextual clues in the interpretation of novel words while reading in a second language. More specifically, it examined the ability of 74 less-proficient English-speaking learners of Japanese (college students learning Japanese during a summer intensive language program in Japan) to combine information from word components and information from surrounding context to infer the meanings of unknown kanji compounds (i.e., words consisting of two or more Chinese characters). Although the combined effect of the two types of information sources could be additive overall, the effect must be discussed in terms of individual differences in the learners' ability to integrate information. (Contains 12 references and 3 tables of data.) (Author/RS)

ED 429 288 CS 216 586

Mayo, Wendell
The Writing Teacher's Second Self.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Rhetorical Criticism; *Teacher Role; *Teacher Student Relationship; *Writing Instruction; Writing Research; *Writing Teachers
IDENTIFIERS- *Implied Authors; Indiana Univ Purdue Univ at Fort Wayne

A writing teacher wanted to know how students perceive the second selves (alter-egos or implied authors) that writing teachers infer in their written comments on student writing, whether students saw room for negotiating the role this second self implied for themselves, and whether teachers can exercise control over some of the choices they make in written comments on student papers. First, several rhetorical features of teachers' comments on student manuscripts were defined. These features are point of view, mode of address, comments which deal with form or content, are global or specific, and positive or negative. To determine the kinds of second selves formal written comments on student papers create, 16 intermediate composition students at Indiana University Fort Wayne were asked to write essays in the first person. The essays were divided up and sent to four experienced university writing teachers who were to respond completely in their usual manner. The essays were returned to students for revision, and students

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; Literature Reviews; *Reading Achievement; Reading Instruction; *Reading Research; Research Needs; Writing Instruction; *Writing Research

Mandates about the kind and amount of literacy instruction in classrooms and levels of reading required for successful promotion from grade to grade are currently dominating state and federal legislation. This paper gathers scholarship from three disparate sources to produce the first integrated review of policy-related research on literacy education: (1) policy analyses that examine policies about literacy in the framework of systemic reform; (2) measurement and evaluation studies, conducted by psychometricians, that examine the assessments mandated by policies; and (3) studies by literacy researchers that attend to policies and literacy-specific content. Each of these literatures has a unique set of questions, frameworks, methodologies, and audiences. Together, they provide a comprehensive perspective on policies and literacy education. The paper concludes that the best way to influence policy, instruction, and children's learning is for policy, measurement, and literacy researchers to collaborate in conducting and reporting research. Each group needs to learn more about the others' work in order to affect real change in literacy practice. Contains 121 references. (RS)

ED 429 310 CS 216 673

Gavelek, James R.; Raphael, Taffy E.; Biondo, Sandra M.; Wang, Danhua
Integrated Literacy Instruction: A Review of the Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Integrated Curriculum; *Language Arts; *Literacy; Literature Reviews; Reading Research; Theory Practice Relationship; Writing Research

Integrated instruction may be everyone's ideal, but it is the reality in few classrooms. This review of existing literature examines research to determine why this ideal may be infrequently realized. The review concluded that the mismatch between ideal and practice may be at least partially explained by the ambiguity in definitions in the professional literature. Finding no theoretical framework on which to base the review, the first task of the reviewers was to develop one. Next, the reviewers applied this framework to existing research on integrated instruction in elementary grades. They found few data-driven studies on integrated instruction of any sort, although essays advocating integrated language arts were many. Most projects interpreted integration as loose, thematic links. When studies considered interdisciplinary instruction, the boundaries between the subject areas were often rigid. Rarely would a literary stance or writing as a means for reflection be fostered across subject areas. While integrated approaches can serve to restructure school curriculum within and beyond the language arts, the paper concludes that a stronger theoretical and a research base is needed in establishing when and how to integrate the curriculum as well as for what purposes and for whom. Contains 108 references and a figure presenting a conceptual map of integration. (RS) in districts where test scores and strict adherence to state curriculum guides are considered sacred. Furthermore, student motivation plays a large part in the success or failure of the 4x4 block schedule; motivated students excel in such an environment, whereas poorly motivated students sometimes fall further behind than in traditional schedule environments. It is emphasized that careful planning in implementing 4x4 scheduling is essential to its success. Contains 21 references. (RJM)

ED 429 334 EA 029 712

DeKalb, Jay
Student Truancy. ERIC Digest, Number 125.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attendance Patterns; Delinquency Prevention; Elementary Secondary Education; *Prevention; Program Descriptions; Student Welfare; *Truancy; Youth Problems
IDENTIFIERS- ERIC Digests

This Digest examines some of the ways that truancy affects both individuals and society. It identifies factors that may place students at greater risk of becoming truant and lists some consequences of nonattendance, including delayed promotion and graduation, lowered self-esteem, and lessened employment potential. The causes of truancy vary among individuals. Guidelines for creating effective attendance policies should be consistently enforced, and absences should be followed up by a telephone call or a letter. Many school districts have adopted a hardline approach to reducing unexcused absenteeism; in one such district, truancy rates were reduced 45 percent when truants and their parents were taken to court. Data also show that truancy can be controlled within the school; the power of peer influence was revealed in one study in which 84 percent of the interviewed truants said their friends skipped school. Administrators may also use new software to track student absences. Ways in which the community can become involved include pairing students with volunteer mentors who then work to foster students' career interests, or special programs where students not attending school are reported to the county attorney who then works to help the students back into the school and/or work environment. (RJM)

ED 429 335 EA 029 732

Calvery, Robert; Sheets, Glenn; Bell, David
Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; Comparative Analysis; Educational Change; Educational Innovation; *Flexible Scheduling; High

developed the League of Schools, a democratic, schoolwide collaboration that focuses on instructional and curricular renewal. This process depends on three steps: a covenant of teaching and learning, shared governance, and action research. Chapter 1 explains the League's framework and provides a general overview of the issues. Chapters 2-4 offer suggestions for implementing each of the three sides of the framework. These chapters include case studies, general advice, step-by-step actions to take, and forms to be used. Each chapter also includes a self-monitoring guide to assist schools in charting their progress. The various guides identify traits that indicate high implementation for each part of the framework and trace the progression a school passes through before fully implementing the relevant aspects of the framework. Chapter 5 deals with issues that cut across implementation of the three sides of the framework, including change, finding time for teachers to work outside their classrooms, team building, securing outside facilitation, and building internal capacity. The book concludes with a summary of recent research into the issues of schoolwide change. (Contains a list of 74 titles for recommended readings and references.) (RJM)

ED 429 355 EA 029 763

Puma, Michael J.
The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Educational Change; Educational Policy; Elementary Secondary Education; High Risk Students; Program Effectiveness
IDENTIFIERS- Elementary Secondary Education Act Title I; *Title I Program Analysis and Monitoring

This paper examines results from the Prospects study--a research agenda that explored the federal Title I program's impact on the academic and socio-emotional development of disadvantaged children. The document focuses on the program's strengths and limitations, offering a brief review of educational research and highlighting what may or may not work to alter the largely disappointing results found in Prospects. The paper outlines the history of the Title I program and discusses how a lack of resources and instructional requirements and other problems hindered the program's effectiveness. The paper looks at early evidence on the impact of Title I and then turns to the Prospects study, which was to be a national longitudinal assessment of Title I. The Prospects study found that Title I assistance was usually insufficient to close the gap in academic achievement between advantaged and disadvantaged students. The paper examines what makes a program effective, concentrating on instructional practice, class size, tracking, tutoring, and other strategies. The paper details the argument for improving entire schools, rather than a subset of the school, and concludes that Title I cannot by itself compensate for the substantial educational deprivations associated with child poverty. (Contains approximately 220 references.) (RJM)

DC.
PUB DATE- 98
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agency Cooperation; Assistive Devices (for Disabled); Child Development; Cultural Awareness; Cultural Differences; *Curriculum; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Evaluation Methods; Family Involvement; Federal Legislation; *Individualized Family Service Plans; Infants; Interdisciplinary Approach; Parent Participation; Resource Materials; Teamwork; Toddlers; Training

This resource guide lists materials that could be used for early childhood/early intervention training. Resources are provided for the following areas: (1) assistive technology (6 resources); (2) cultural diversity (36 resources); (3) early care and development (36 resources); (4) evaluation/assessment (17 resources); (5) family-professional collaboration (47 resources); (6) the Individualized Family Service Plan (14 resources); (7) inclusion (28 resources); (8) interagency collaboration (14 resources); (9) legislation (10 resources); (10) service coordination (10 resources); (11) specific populations (22 resources); (12) state planning and resource development (26 resources); (13) teams (21 resources); (14) transitions (11 resources); (15) family participation (31 resources); (16) personnel preparation and development (36 resources); (17) curriculum guides (4 resources); and (18) multiple-content resources (5 resources). Appendices include a source list, title index, and author index. (CR)

ED 429 375 EC 307 107

Watt, Helen M. G.
Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
PUB DATE- 96
NOTE- 20p.; Paper presented at the ERA and AARE Joint Conference (Singapore, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Career Choice; Foreign Countries; *Gifted; Humanities; Mathematics; Secondary Education; *Self Evaluation (Individuals); *Sex Differences; *Talent; Theater Arts; Visual Arts
IDENTIFIERS- *Australia (Sydney)

This study compared the areas of talent and career aspirations of boys and girls in Year 7 (n=398) and Year 11 (n=240) samples in a middle class metropolitan area in Australia. Students nominated the high school subject in which they saw themselves as being most talented, and current perceptions of talent in relation to each of their high school subjects were measured, along with career aspirations. For both age groups, more boys perceived themselves as most talented in mathematics, science, or technical domains, while more girls perceived themselves as most talented in the arts or humanities domains. More boys than girls perceived themselves as multi-talented. Analysis of career aspirations showed that boys more than girls planned to pursue mathematical careers. Theoretical and educational implications are drawn. (Contains 19 references.) (DB) theory-based approach to understanding giftedness. Each of the four parts contains references. (Author/DB)

ED 429 394 EC 307 132

Ford, Donna Y.
A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Academic Achievement; *Black Students; Data Analysis; *Gifted; High Achievement; High Schools; Incidence; Interviews; Middle Schools; Parent Influence; Student Attitudes; *Underachievement
IDENTIFIERS- *African Americans

This report presents results of a cross-sectional study of achievement and underachievement in middle and high school (grades 6 to 9) African-American students in five mid-Atlantic school districts in 1995. Interviews with 152 African-American students, of whom 44 were identified as gifted, were conducted. Students were asked about their perceptions of factors that negatively or positively affect their achievement. Nine variables were investigated: racial/ethnic identity, test anxiety, attitudes toward school subjects, support for the achievement ideology, perceptions of the learning environment, and the influence of psychological, social, and cultural/familial factors. Regression analysis identified 62 students as underachievers and 87 as achievers. Half of the males and 37 percent of the females were underachieving. Comparison of three academic groups (gifted, potentially gifted, and average students) and two achievement levels (achievers and underachievers) found that 11 percent were gifted underachievers, 18 percent were gifted achievers, 18 percent were potentially gifted underachieves, 27 percent were potentially gifted achievers, 12 percent were average achievers, and 13 percent were average underachievers. The variables which discriminated best among these groups were: (1) students' attitudes toward reading, math, and science; (2) students' perceptions of parental achievement orientation; and (3) students' own achievement ideology. The interview protocol is attached. Contains 80 references. (DB)

ED 429 395 EC 307 133

Callahan, Carolyn M.; Hunsaker, Scott L.; Adams, Cheryll M.; Moore, Sara D.; Bland, Lori C.
Instruments Used in the Identification of Gifted and Talented Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; Databases; Elementary

ED 429 413 EC 307 160

Berube, Bruce N., Ed.
What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Family Influence; *Gifted; *Performance Factors; *Student Motivation; *Teacher Role; Teacher Student Relationship; *Underachievement

This brochure for educators discusses underachievement and gifted students. The causes of underachievement are reviewed, which include parents who do not stress the importance of academic achievement and do not set high standards, divorce or strained relations between the family members, peer group pressure, an unchallenging and unmotivating curriculum, teachers who do not appreciate or recognize the student's unique talents and abilities, and gifted students who may not believe that they can do well. Strategies that teachers can use to reverse the underachievement process are outlined, such as: (1) ensure that opportunities are provided for academic challenge within the classroom; (2) provide opportunities for students to pursue topics of interest through independent projects; (3) help underachieving students set realistic goals that they can eventually reach; and (4) encourage students to pursue out of school interests. (CR)

ED 429 414 EC 307 161

Kloosterman, Valentina, Ed.; Diaz, Eva, Ed.
What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Students; Bilingualism; Cultural Awareness; Educational Assessment; Elementary Secondary Education; *Enrichment Activities; Family Role; *Gifted; Mentors; Student Evaluation; *Talent; *Talent Development; *Teacher Role; Teacher Student Relationship

This brochure for educators discusses bilingual children and talent development. It defines the optimal level of bilingualism as balanced bilingualism, in which the bilingual student shows age-appropriate abilities and feels at ease in both languages. At this level bilingual children may be more flexible in their thinking mainly because of the constant switching and awareness of using both languages. It is stressed that the development and nurturance of both languages is needed

"Virtual Learning."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; Educational Improvement; Educational Technology; Educational Trends; *Electronic Classrooms; Elementary Secondary Education; Learning Strategies
IDENTIFIERS- *Schank (Roger); *Virtual Classrooms

Roger Schank's ideas regarding the abandonment of classrooms as the central learning environment and changing the delivery of education are examined. Schank believes today's learning cycles should be divided equally between working at a computer, talking with others, and making something--none of which requires a formal classroom. Emphasis is placed on doing something as the best way for learning to occur, and computer simulations that engage students to take action, wrestle with failure, and develop emotional connections with the experience are the best solution for this task. Further, Schank believes that virtual universities via the Internet will eventually be in direct competition to the existing secondary and university system. (GR)

ED 429 435 FL 024 636

Risager, Karen, Ed.
Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- Danish; English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adults; *Cultural Awareness; *Danish; Foreign Countries; *Immigrants; *Interlanguage; Interpersonal Competence; *Language Tests; *Pragmatics; Second Language Learning; Testing; Uncommonly Taught Languages

Four articles on language, culture, and interlanguage are included in this volume. The first by Karen Risager, "Sprog, kultur, og internationalisering" ("Language, Culture, and Internationalization") takes issue with the very broad perception that foreign language and culture cannot be separated in instruction. The second article, "Kulturforstaelse som eksamenkrav--dansk som et andetsprog for voksne" ("Cultural Awareness as an Exam Requirement--Danish as a Second Language for Adults"), by Anette Hagel-Sorensen and Inger Jacobsen, is drawn from observations at Studieskolen in Copenhagen, where the purpose of instruction is to prepare second language learners of Danish for a language test they must take to participate in further education. "Dansk kultur formidlet gennem Test 1 og Test 2--en kritisk analyse af den skriftilige eksamen i dansk for voksne indvandrere" (Danish Culture Communicated Through Test 1 and Test 2--A Critical Analysis of the Written Exam in Danish for Adult Immigrants), by Karen-Margrete Frederiksen, examines the cultural aspects of two specific Danish tests (Test 1 and Test 2) for immigrant adults. The last article, "Interlanguage Pragmatics," by Gabriele Kasper, focuses on the field of interlanguage pragmatics, reviewing research, discussing problems in establishing pragmatic norms for language teaching and research, and discussing studies examining the effect of instruction on the development of pragmatic competence. (VWL) are also included. (MSE)

ED 429 456 FL 025 808

Kester, Don; Plakos, John; Santos, Will
Project RESPECT. Third Year Program Evaluation Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 38p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Literacy; Curriculum Development; *Educational Technology; *English (Second Language); High School Students; High Schools; Interdisciplinary Approach; Limited English Speaking; Multimedia Instruction; Parent Education; Program Effectiveness; Program Evaluation; Second Language Instruction; Social Support Groups
IDENTIFIERS- Los Angeles City Schools CA

In January 1995, John Marshall High School (Los Angeles, California) implemented a 3-year bilingual special alternative instructional program, Redesign of Educational Services Providing Enhanced Computer Technology (Project RESPECT). The federally funded program was to prepare limited-English-proficient (LEP) high school students for higher education, job training, or work. Specific objectives were for interdisciplinary teams to create instructional units while delivering structured English language instruction to this population, design a multimedia instructional program, offer parent training to foster partnerships with parents, and develop a peer support network of advanced LEP students to help newly-enrolled students gain access to available resources. The third-year evaluation of the project, presented here, measures levels of attainment of seven specific objectives and the success of project procedures, focusing on the goal of full English competence for participating students to meet grade promotion requirements and maximize school and community participation. All objectives were met except for two whose measurement was found to be impossible. Substantial appended materials include three samples of language production by participating students. (MSE)

ED 429 457 FL 025 809

Kling, Deborah; Zimmer, Kathryn G.
Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
PUB DATE- 99
NOTE- 10p.; For related document, see ED 410 745.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Change Strategies; Communication Skills; Creativity; Critical Thinking; Cross Cultural Studies; Curriculum Development; Educational Change; Ethical Instruction; Health Promotion; High Schools; Information Utilization; *Interdisciplinary Approach; Interpersonal Communication; Program Descriptions; *Second Languages; *Secondary School Curriculum; *Spanish; Well Being

This paper reports on a project to develop and implement an interdisciplinary, thematic high school curriculum combining

Data on 4,161 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a significantly greater frequency of successful grades (A, B, C, or Pass) than their campus-based counterparts. For the core course offered to master of business administration students, off-campus students were in parity with on-campus students in terms of the relative frequency of successful grades. However, for the core course offered to doctor of business administration students, off-campus students received a greater frequency of successful grades than their on-campus counterparts. An appendix provides four sets of data tables. (MDM)

ED 429 478 HE 031 853

MacFarland, Thomas W.
An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Instruction; *Distance Education; Education Majors; Extension Education; *Grades (Scholastic); *Graduate Students; Graduate Study; Higher Education; *Schools of Education; Teacher Education; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined differences in final course grades for campus-based and distance education students in the Graduate School of Education and Human Services at Nova Southeastern University (Florida). Data on 8,096 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a significantly greater frequency of successful grades (A, B, C, or Pass) than their campus-based counterparts. However, for four key courses in the Ed.D. program for educational leaders, including programs in education and technology, programs for higher education, and the graduate teacher education program, off-campus students were in parity with on-campus students in terms of the relative frequency of successful grades. An appendix provides four sets of data tables. (MDM)

ED 429 479 HE 031 854

MacFarland, Thomas W.
An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Instruction; *Distance Education; Extension Education; *Grades (Scholastic); *Graduate Students; Graduate Study; Higher Education; Psychological Studies; *Psychology; Social Sciences; Universities
IDENTIFIERS- *Nova Southeastern University FL

PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Research Day of the Northwestern State University of Louisiana. Sponsored by the Council for University Research Administrators (12th, Natchitoches, LA, April 14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Distance Education; Educational Technology; *Faculty Development; Higher Education; Teaching Models; Theory Practice Relationship; *World Wide Web
IDENTIFIERS- *Kuhn (Thomas S); *Lewin (Kurt)

This paper offers a model of faculty staff development for distance education that does not require, or permit, continuous change in instructional design. The model is based on the paradigm shift ideas of Thomas Kuhn and the reeducation model of Kurt Lewin. In the model offered reeducation implies not simply education or training, but involves changing basic human behavior patterns and thus changing the values (core beliefs) and valences (connections and relationships) that make people behave the way they do. Lewin's based his concept of change on eight principles and believed that reeducation requires both "unfreezing" so that the culture can change and "refreezing" within a new culture; the trainer's role is seen as balancing the threat from change with a zone of safety. Faculty trainers for distance education are urged to: (1) understand the role of theory and stereotype; (2) keep needs assessment safe; (3)remember the differences between skills training and reeducation; (4) establish teams of learners for mutual support and to diminish individual threat; (5) earn and preserve trust; and (6) be clear about unfreezing and refreezing. (DB)

ED 429 500 HE 031 992

Joyner, Carlotta C.
Competitive Financing Mechanisms: Auctions Used by Federal Agencies.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; Educational Economics; Federal Aid; Federal Programs; Higher Education; *Interest (Finance); *Student Loan Programs
IDENTIFIERS- *Auctions; Family Education Loan Program; Federal Direct Student Loan Program

This report reviews auctions used by various federal agencies to examine the feasibility of using similar auctions to determine interest rates for student borrowing through the Federal Family Education Loan Program (FFELP) and the William D. Ford Federal Direct Loan Program. The review identified 31 different auctions, divided into two major categories, used by federal agencies to sell assets. In the first category are 12 auctions classified as auctions of specialized items (such as rights or financial assets); the 19 other auctions are classified as auctions of assets of interest to the general public (such as real estate or consumer goods). Background discussion focuses on interest rates and government costs in FFELP and the general characteristics of these auctions. A table summarizes features of the federal auctions for rights or financial assets references.) (DB)

ED 429 520 HE 032 012

Nettles, Michael T.; Cole, John J. K.; Sharp, Sally
Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; Benchmarking; *College Outcomes Assessment; *Educational Assessment; *Educational Policy; Educational Practices; Educational Quality; Government School Relationship; Higher Education; *State Standards

This report presents first-year results of a multistage research study that examines the progress made during the past decade by the 50 states and six regional accrediting associations toward establishing and implementing higher education teaching and learning assessment policies. The report provides a history of state and regional assessment policy development, a review of the published and unpublished findings of prior research, and an analysis of the status of assessment policies and practices across the 50 states and six regional accrediting associations. Each state and each regional accreditation policy related to outcomes assessment is examined within a policy analytic framework that describes the policy and presents its major components. Three themes emanating from the patterns and trends in the state analyses are discussed: the extent and implications of state use of common assessment practices, the relationship between state assessment policies and governance structures, and the use of incentives and consequences in assessment policies. For the accreditation associations, the issues identified include: the nature of the assessment of student learning and teaching effectiveness, the influence of institutional autonomy on policy formation and implementation, and the relationship between state and accreditation assessment policies and practices. The policy analysis for each state and accreditation association is appended. (Contains 38 references.) (DB)

ED 429 521 HE 032 013

Mortenson, Thomas G., Ed.
Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
PUB DATE- 98
NOTE- 214p.; For 1997 report, se ED 416 754.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Data Analysis; *Educational Benefits; Educational Equity (Finance); *Educational Opportunities; Educational Trends; Higher Education; Low Income Groups; *Paying for College; *Public Policy; State Aid;

choice of menu structure and presentation, menus as a group coordination mechanism, and group annotation mechanisms are discussed. Extensions to the interface based on these findings are discussed, and directions for future research are given. Three figures illustrate the CALE I, CALE II, and CoMMIT interfaces. Contains 15 references. (AEF)

ED 429 539 IR 019 447

Lemone, Karen A.
Experiences in Virtual Teaching.
PUB DATE- 97
NOTE- 6p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Mediated Communication; *Course Evaluation; Courseware; Distance Education; Evaluation Methods; Higher Education; Instructional Design; *Instructional Effectiveness; *Instructional Improvement; Material Development; Pretests Posttests; Student Attitudes; World Wide Web
IDENTIFIERS- *Course Development; Worcester Polytechnic Institute MA

The purpose of the Web Retargetable Course Generation System, or "ReCourse," developed at Worcester Polytechnic Institute (Massachusetts) is to facilitate both distance and on-campus learning via the World Wide Web. ReCourse's features include the ability to retarget a Web course for different levels of students, multi-user chat rooms, a secure grading system, bookkeeping tools, a map generator that allows students a birds-eye view of where they are in the course pages, a quiz feedback system, and a course bulletin board (news group). This paper discusses the experience of teaching two online Web courses using these tools and describes the assessment procedures for evaluating the courses. Results are summarized related to computer knowledge background, student behavior, student attitude, student satisfaction, and course material. It is concluded that, while class satisfaction remained high, the formal assessment procedures indicated possible areas of improvement. (AEF)

ED 429 540 IR 019 448

Mason, Robin
Diversity in Online Courses.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Course Evaluation; *Distance Education; Feedback; Foreign Countries; Higher Education; Instructional Design;

information, augmenting the curriculum with this information, and locating current and relevant information for classroom projects and research. Analysis of the data revealed that both teachers and students were more likely to use the Internet after an extensive training program. All teachers and students showed a marked increase in Internet usage throughout the training program. The most important element in increasing Internet usage among teachers was the continuous, ongoing support they received throughout the training. This support lessened the anxiety most teachers experience after training. Subsequently, they are utilizing the Internet for curricular augmentation regularly. (Contains 53 references.) (DLS)

ED 429 558 IR 019 467

Mehrotra, Chandra M.
Giving Psychology Away through Technology-Based Distance Instruction.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Uses in Education; *Distance Education; Educational Principles; *Educational Technology; Educational Trends; Guidelines; Higher Education; *Information Technology; *Instructional Design; Lifelong Learning
IDENTIFIERS- Learner Centered Instruction; *Technology Based Instruction

This paper outlines key features of good distance education, drawing upon principles for good practice in undergraduate education and recorded experiences with distance learning programs in a number of content areas. The first section defines distance education and provides a historical perspective. Five interrelated phenomena that have accompanied the rapid growth of information technology to promote widespread use of distance learning are described in the second section, including the emergence of lifelong learning, learning centered instruction, providing access, rapid advances in technology and the psychology of learning, and increased interest in part-time study. The third section offers recommendations for good distance education, and the last section summarizes the following lessons learned as a result of offering both undergraduate and graduate courses via distance learning: include adequate details in the syllabus; break the course into modules; conduct periodic assessment; encourage contact between students and faculty; and promote interaction between students. One figure presents a historical perspective of the phases of distance education. (DLS)

ED 429 559 IR 019 468

Topp, Neal W.; Grandgenett, Neal; Ostler, Elliott; Mortenson, Robert
Nebraska Internet Evaluation Report, Year 5.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

security, and e-mail. Appendices include strategies for school jurisdictions, basic questions for school jurisdictions, and related Alberta Education resources. (AEF)

ED 429 577 IR 019 538

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 21p.; A publication of the School Technology Task Force. For related document, see IR 019 537.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Computer Security; *Computer Uses in Education; Educational Administration; Educational Practices; Educational Technology; Elementary Secondary Education; Foreign Countries; *Freedom of Information; Information Management; *Information Policy; Information Systems; Information Technology; Legislation; *Privacy; *School Districts
IDENTIFIERS- Alberta; Technology Implementation

The information in this document is based on a study that Alberta Education commissioned on establishing technology systems that are responsive to the requirements of Alberta's Freedom of Information and Protection of Privacy Act (FOIPP). This document provides an overview of key issues and suggested strategies in the following areas: (1) accessing general information; (2) accessing personal information and protecting personal privacy; and (3) FOIPP and information management, including managing records, security, and e-mail. Appendices include: a summary of suggested strategies for school boards with regard to FOIPP and technology; related definitions; privacy impact assessment guidelines; security summary table; guidelines for evaluating network security; and a list of related Alberta Education resources. (AEF)

ED 429 578 IR 019 539

Barker, Bruce O.
SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual National Conference on Creating the Quality School (8th, Memphis, TN, March 26-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Consortia; Databases; *Educational Resources; Educational Technology; Elementary Secondary Education; Information Technology; Learning Activities; Learning Processes; *Material Development; Models; Multimedia Instruction; *Multimedia Materials; Student Developed Materials; Student Role; Teacher Developed Materials; Teacher Role; Teaching Models; Visual Literacy; *World Wide Web
IDENTIFIERS- *Engaged Style; Utah; Web Sites

This paper discusses the changing role of teachers and students working on the World Wide Web and outlines the following eight

Advancement; Telecommunications
IDENTIFIERS- Information Age

This book examines new learning and telecommunications technologies and their potential applications to enrich the learning process, to ensure educational equality for all students and to help cultivate the "Educated Person," one who is capable of maintaining a high quality of life, and of contributing to the betterment of the community and the world as a whole. The book is divided into four sections: (1) Education in the Information Age, (2) The Learning Environment, (3) The New Learning and Telecommunications Technologies, and (4) Effective Utilization of the New Learning and Telecommunications Technologies. The first section examines the need for educational reform, the goal of that reform, and the role of technology in realizing that goal. The second section addresses the significance of the learning environment and the necessary conditions for providing teachers and students with access to models of excellence in human resources and in learning materials. The third section presents the new learning and telecommunications technologies, emphasizing their potential applications in education, and the fourth section focuses on necessary conditions conducive to the empowerment of teachers to teach and students to learn in the Information Age. Includes an index. (AEF)

ED 429 599 IR 057 312

Bajjaly, Stephen T.
The Community Networking Handbook.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Agency Cooperation; Community Needs; Community Programs; *Community Services; Cooperative Planning; Evaluation; Fund Raising; *Information Networks; *Information Services; Library Networks; *Library Role; Marketing; *Public Libraries; Strategic Planning

This publication outlines the complete community networking process: planning, developing partnerships, funding, marketing, content, public access, and evaluation, and discusses the variety of roles that the local public library can play in this process. Chapter One, "The Importance of Community Networking," describes the importance of community networking: the National Information Infrastructure and telecommunications policy; community networking goals; and the history of community networking. Chapter Two, "Why Libraries Should Participate," discusses reasons why libraries should participate: community networking services; new possibilities; the synergy between libraries and community networks; next steps; and community networking organizations. Chapter Three, "Planning the Community Network," deals with planning the community network: setting a direction; forming a steering committee; citizens and consumers; format, content, and audience; ten rules of community network success; community assessment; and developing a business plan. Chapter Four, "Developing Community Partnerships," covers developing community partnerships: collaboration; strategies for successful partnerships; choosing your partners; library partnerships; and local government online. Chapter Five, "Managing a Community Network," discusses

Readers on the Prowl: Florida Library Youth Program Manual.
PUB DATE- 98
NOTE- 200p.; For the "Sensational Summers" document, see IR 057 342.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Childrens Libraries; *Childrens Literature; Creative Activities; Elementary Education; Games; *Library Services; Multimedia Materials; *Outreach Programs; Program Development; Program Evaluation; *Public Libraries; *Reading Programs; Resource Materials; *Summer Programs; Videotape Recordings
IDENTIFIERS- Florida; Web Sites

This manual is designed to accompany the 1999 Florida Library Youth Program, focusing on the theme of the library as a destination. This introductory section of the manual contains: an overview of the program that discusses basic philosophy, outreach to children in poverty, age and ability levels, and materials and incentives; a schedule of workshops; an adaptation of a puppet show; public service announcements; description of a promotional video, as well as a sample release form; program evaluation form; and a discussion of outreach library programming for school age children. The remainder of the manual consists of annotated bibliographies, divided by seven themes--"Strange New Worlds," "Map It Out," "Wild Places," "Winner's Circle," "Center Stage," "Cutting Edge," "Art Is Everywhere," and "Traveling Companions." Each thematic bibliography includes: books and stories; poetry, including riddles and jokes; "fun stuff," i.e., music, crafts, and activities; community and professional resources; computer resources, including CD-ROMs and World Wide Web sites; and films and videos, A game sheet is also included at the end of each section. Game answer sheets and an index are provided at the end of the manual. (AEF)

ED 429 618 IR 057 344

Brown, Gavin
Information Skills in the New Zealand Curriculum: A Blueprint for Education?
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Conference of the New Zealand Association for Research in Education (NZARE) (Auckland, New Zealand, December 4-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Curriculum Development; Educational Objectives; Foreign Countries; *Information Literacy; *Information Skills; Skill Development; Trend Analysis
IDENTIFIERS- Computer Use; Computer Users; New Zealand

The development of the "information society" or "information age" creates a global context for instruction in information skills. Ensuring that students have skill in handling, understanding, and producing information is increasingly considered a vital educational goal. This paper reviews the literature on information literacy, focusing on the common elements and aspects of information skill sequences and components. The nature of information skills as presented in New Zealand

The Fact Book, Report for the Florida Community College System, 1999.
PUB DATE- 99
NOTE- 203p.; Most of the report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Enrollment Trends; Full Time Equivalency; School Personnel; *School Statistics; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Florida Community College System

Designed to provide timely, accurate and comparative information about the Florida Community College System, this fact book contains information for those who are interested in community college education in Florida. The community college system in Florida began in 1933 and has grown to such an extent that it currently provides postsecondary education within commuting distance for more than 99 percent of the state's population. Florida's master plan has become a model for community college development in the rest of the United States. The report begins with a brief foreword stating the purpose of the book, a table of contents, and a listing of the State Board of Community Colleges Members and Community College Presidents. Following is a historical overview of the Florida Community College System and guidelines to the Community College Funding Policy. Next, data tables are presented on the state's community college students, including fall headcount enrollment, annual headcount enrollment, full-time equivalent (FTE) enrollment, program enrollment, and program completions. There are also statistics regarding employee and financial information, and data from the College Center for Library Automation. A glossary of terms and a roster of the Division of Community Colleges are included as well. (JP)

ED 429 638 JC 990 211

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Comparative Analysis; Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; *Public Colleges; School Personnel; State Surveys; Tables (Data); *Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

This annual salary survey compiles data about compensation received by employees in Illinois' 49 public community colleges. Gathered by the Illinois Community College Board (ICCB), the report contains data for fiscal year 1999 on contractual base salaries for full-time faculty; salary rates for part-time faculty, full-time faculty overload and summer term; salary schedules for full-time faculty with a master's degree; and institutional policies related to faculty salaries. Furthermore, there is data pertaining to contractual base salaries for other (non-teaching) professional and without ICPs indicated that students with ICPs were more able to articulate career goals. ICP programs' annual reports document program success with quantitative student data, major program accomplishments, and at least one outstanding achievement. Self-directed professional growth for career coordinators also is encouraged as part of the overall effort to make Ohio's career development program accountable and continuously improving. (KC)

ED 429 172 CE 078 394

Abrahamsson, Kenneth
Vocational Education and Training in Sweden.
PUB DATE- 99
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Educational Finance; *Educational History; Educational Quality; *Educational Trends; Foreign Countries; *Job Training; Municipalities; Postsecondary Education; Public Policy; Secondary Education; *Vocational Education
IDENTIFIERS- *Sweden

Rather than a distinct vocational education and training (VET) system, Swedish institutions include VET as part of an educational philosophy stressing equity, integration, and comprehensiveness. The VET system forms part of a comprehensive model of education stressing active citizenship, work life orientation, and preparation for further studies. The radical reform of the upper secondary system in 1991 resulted in decentralization, new curricula, and more individual choice. Measures taken to develop a more integrated system at the upper secondary level include extension of all programs to 3 years and application of a core curriculum approach to both academic and vocational programs. Of the 16 nationally determined programs, 14 are primarily vocational and 2 are focused on preparation for university. Important institutions at the adult and higher education level include vocational programs in municipal adult education, employment training, in-company training, and staff development. Trade unions have their own extensive education programs. The VET system is overwhelmingly publicly run and financed, with very few private providers of training. At the upper secondary level, national tests determine the achievement of quality standards. However, there is no formal system such as tests, diplomas, or national qualifications to recognize the acquisition of vocational skills and competencies. Among current trends influencing the VET system in Sweden are new developments in work and society that form a new context for policy implementation. These new developments include the following: the growth of unemployment, changing skill requirements, a new intercultural context, the challenge of lifelong learning, and deskilling and upgrading. (Four appendixes contain the following: acronyms and abbreviations, addresses of 20 major organizations, 81 resources and references, and a glossary.) (KC)

ED 429 173 CE 078 401

Roger, Margarit
The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement

looking for, job seekers should identify their marketable skills and match those skills with available jobs. Job leads can be found through employment agencies, career centers, public libraries, newspapers, the Internet, and networking. State-sponsored one-stop career centers provide the resources needed to succeed in the 21st century. Several web sites offer electronic editions of company information resources. Resumes offer information about job seekers that typical application forms will not. They should be positive and short. Online resumes are essential in today's job market. Many job web sites provide assistance in preparing electronic resumes and will post them at no cost. Job interviews should be viewed as sales jobs. Helpful steps for the interview include the following: prepare, make a good first impression, be positive, ask questions, convey information about yourself that you want the employer to know, close the deal, and send a follow-up thank-you letter. (A 17-item annotated bibliography of selected job search-related resources and 8-item reference list constitute approximately 50% of this document.) (MN)

ED 429 190   CE 078 435

Proscio, Tony; Elliott, Mark
Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 36p.; Support also received from the Pinkerton Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; *Counselor Client Relationship; Disadvantaged Youth; Education Work Relationship; *Employment Programs; Job Development; *Job Placement; Job Training; *Labor Turnover; Nonprofit Organizations; Program Guides; Program Implementation; Vocational Adjustment; Young Adults; Youth Programs
IDENTIFIERS- New York

This practitioner's guide to helping employment program clients find, retain, and advance in jobs is based on the experiences of Moving Up, an employment program operated by New York's Vocational Foundation, Inc. (VFI). The guide begins with an overview of Moving Up, which has become a national model for helping disadvantaged minority youths develop the job and interpersonal skills needed to find, retain, and succeed in employment. The next two sections examine two aspects of the program: (1) enrollment, training, and job readiness (expectations and support, key staff roles, recruitment, program eligibility, screening, training and instruction, case management, stipends, medical and social services); and (2) placement and follow-up (job development, career counseling, and strategies for dealing with crises and building lasting relationships with clients). Presented next are nine principles for successful job retention: hold staff accountable for ends, not means; introduce clients to a "culture of employment"; stress coordination and continuity throughout the program; hire counseling and training staff based on personal skills and professional credentials; maintain a network of services that support the whole person; let students develop a close relationship with at least one caring adult; after students are

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Comparative Education; *Foreign Countries; Guidelines; Postsecondary Education; Research Methodology; *Research Reports; Secondary Education; *Technology Education; *Vocational Education

In order to promote exchanges and cooperation in technology education among all countries, country-specific information concerning technology education must be appropriately explored and reported. Through a literature review, guidelines for preparing country reports and case studies were developed. The guidelines suggest that the following elements should be included in country reports on technology education: (1) a technology education profile, including the structure of the education system, the curriculum, a description of the teaching and learning processes, and a profile of technology education teachers; (2) dynamics of the development process, including major problems; and (3) international cooperation, such as methods of cooperation and coordination, the means of information exchange, and trends in international participation. (KC)

ED 429 208 CE 078 456

Lee, Lung-Sheng Steven
Trends in Technology Education in Asia and Their Implications for New Zealand.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Biennial Telecom Technology Education New Zealand Conference (2nd, Auckland, New Zealand, April 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Educational Philosophy; *Educational Practices; *Educational Trends; Foreign Countries; Information Technology; Postsecondary Education; Secondary Education; *Technology Education; *Vocational Education
IDENTIFIERS- *Asia; *New Zealand

Technology and education are both rapidly being internationalized. In order to promote exchanges and cooperation in technology education between Asian countries and New Zealand, it is necessary to study the trends in Asian countries. The following trends were found in five Asian countries or economies (Hong Kong, Japan, Singapore, South Korea, and Taiwan): (1) flexibility in technology education in national curricula is increasing; (2) information technology is being increasingly incorporated into technology education; (3) the design process is becoming a new focus of technology education; (4) and the integration of technological content organizers is a new direction in technology education. The implications of these trends for New Zealand are that there should be more dialogue between New Zealand and Asian technology educators, and that computers should be applied as a vital tool in technological learning and teaching. (KC)

ED 429 209 CE 078 457

Tech Prep Ohio Progress Report.

"Access to a High School General Curriculum Based on Integration of Academic and Occupational Learning: A Case Study" (Laura T. Eisenman, Dontae Wilson) examines the access of secondary special needs students to general education. The school-to-work movement (STW) and the role of research in creating a model STW system are discussed in "School-to-Work: Where Are We, What Do We Know, Where Are We Going?" (William J. Stull, Nicholas M. Sanders). "Implementation of a Model for Strategic Planning in a Regional Technical Education Center" (Barbara Tansey, Bob R. Stewart) reports a study designed to develop a community-based strategic planning model for use in regional vocational-technical education centers. "The Effectiveness of Computer-Assisted Instruction in Technical Education and Training" (Curtis R. Finch, Mohammad Naim Yaakub) is a quantitative analysis of contemporary individual studies of computer-assisted instruction. The perceptions of district vocational directors and high school building administrators concerning vocational educators' willingness to make changes in their programs are compared in "Attitudes of Vocational Educators toward Change" (Hollie Thomas, Mark Schmidt). (MN)

ED 429 227   CE 078 488

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; Curriculum; Delivery Systems; Distance Education; Educational Needs; Educational Technology; English (Second Language); Evaluation Criteria; *Learning Modules; Learning Processes; *Limited English Speaking; *Literacy Education; *Material Development; Multimedia Instruction; *Multimedia Materials; *Standards; Student Characteristics; Teacher Student Relationship; Teaching Methods

This document is a working paper from Cyberstep, a 3-year project during which five literacy service innovators are collaborating to identify practices for educating English-as-a-second-language learners and adults functioning at low literacy levels, extend the use of technology to facilitate learning, and provide practical tools for educators. The document begins with an introduction that includes background information about the project, the working paper, the project partners and products, and the learning venues for which the project products are being designed. The body of the working paper focuses on four sets of issues: learner issues (service populations targeted by Cyberstep, development of a descriptive framework to distinguish different kinds of learners, need for learning materials to provide multiple ways to access and work with information and learn in context); instructional issues (principles of adult learning, learning frameworks, distance learning, learning categories, learning management); development issues (importance of supporting the evolution of the traditional model of learning by persuasive reasons for change, benefits of using converging digital technologies for parallel development of multimedia products); and standards issues (templates and standardization, content standards, assessment standards, technology standards, interface a brief discussion is provided so to enable the reader to understand the rationale for each analysis. Finally, each case presentation is followed by discussion questions that are provided to encourage students and other readers to consider the complex aspects of each case. Contains 141 references and an index. (Author/MKA)

ED 429 247 CG 029 163

Kiselica, Mark S., Ed.
Confronting Prejudice and Racism during Multicultural Training.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Faculty; *Counselor Training; Cultural Pluralism; Graduate Students; Higher Education; *Multicultural Education; *Racial Bias; Role
IDENTIFIERS- *Multicultural Counseling

This book examines multicultural training program components to assess how trainees adopt, digest, or resist multicultural principles and practices. The following chapters are contained in "Part I: Theoretical and Practical Considerations": (1) "Managing Resistance to Diversity Training: A Social System Perspective (Charles R. Ridley, Chalmer E. Thompson); (2) "How to Create a Climate for Cultural Diversity Appreciation within the Classroom" (MaryLou Ramsey); (3) "Innovative Pedagogy for Critical Consciousness in Counselor Education" (Don C. Locke, Marie Faubert); (4) "Understanding the Different Psychological Dispositions of White Racism: A Comprehensive Model for Counselor Educators and Practitioners" (Michael D'Andrea, Judy Daniels); (5) "R.A.C.E. - Racial Affirmation and Counselor Educators" (Michael Mobley, Harold Cheatam); (6) "Confronting Racism through Increased Awareness, Knowledge, and Skill as a Culture-Centered Primary Prevention Strategy" (Paul Pedersen); (7) "Ways of Knowing/Oppression and Privilege" (Mary Swigonski); (8) "Reducing Prejudice: The Role of the Empathic-Confrontive Instructor" (Mark S. Kiselica); (9) "A Paradigm for Racial-Cultural Training in the Development of Counselor Cultural Competencies" (Saundra Tomlinson-Clarke, Vivan Ota Wang). "Part II: Recommendations for Multicultural Educators" provides the following chapters: (10) "Where Do We Go From Here? Some Observations and Recommendations for Multicultural Educators" (Harold E. Cheatham); (11) "Challenging Our Profession, Challenging Ourselves: Further Reflections on Multicultural Counseling and Training" (Amy L. Reynolds); (12) "Confronting Prejudice: Converging Themes and Future Directions" (Mark S. Kiselica). Each chapter contains references. An index is provided. (Author/MKA)

ED 429 248 CG 029 164

Neufeldt, Susan Allstetter
Supervision Strategies for the First Practicum. Second Edition.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Training; Ethics; Graduate Students;

description of the approach to literacy instruction that has been developed by district leadership, the Balanced Literacy Program, and the manner in which district leaders communicate expectations and provide support to teachers as they attempt to implement the program. It then examines how the program is actually being enacted in sample district classrooms, including the ways in which teachers appear to be interpreting what is expected of them by the district. The paper next explores the reasons behind variations in how teachers implement literacy, including the impact of school cultures and teacher comprehension of the Balanced Literacy program. It concludes with a discussion of the ways in which a more explicit articulation of teaching and teacher learning issues could be developed to complement the district's existing articulation of their systemic strategy of educational reform. Includes 14 notes, 2 figures, and a table of data. An appendix explains research methodology. (NKA)

ED 429 266 CS 013 449

Hosking, Neville J.; Teberg, Ann S.
Structuring Support for Change in the Middle Years Literacy Program.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Literacy; *Middle Schools; Models; Professional Development; Program Design; *Reading Instruction; *Teacher Attitudes; Teacher Improvement; Theory Practice Relationship; *Writing Instruction

This paper suggests that the idea of "taking stock" of the current program--reflecting on what educators believe to be best practice--and then "charting a course" of action to better align practice with vision is a deliberate way for teachers to build capacity to enact reform. It begins by providing a brief overview of the changing direction of middle years literacy programs; an overview that sets the context for a survey that asked teachers to first determine the perceived importance of what are often viewed as key features of a quality literacy program, and then to determine how well their current program and practices were aligned. The findings from this teacher survey, supported by similar surveys of teachers' perceived needs for support, form the basis for the development of a model to help schools and districts assess the array of educational changes facing teachers, and to strategically plan various types of support for assisting teachers to successfully change curriculum and instructional practice. Contains 16 references, the survey instrument, and a figure illustrating aligning innovations and teacher support. (RS)

ED 429 267 CS 013 511

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
PUB DATE- 98
NOTE- 95p.; For the spring 1998 report, see ED 426 350.
LANGUAGE- English

were interviewed about the teacher comments. Most students associated comments in the second/third person points of view with a teacher-persona. Students felt that they should adopt comments in the second/third person because they sensed "an unbiased critique." Nearly all students associated comments concerning form with a teacher-persona. Comments considered positive or negative, positive turning negative, or negative turning positive were not clearly associated with either persona. (Contains 6 tables of data, a figure, and 6 references.) (NKA)

ED 429 289 CS 216 618

vanLent, Peter
The Image of Higher Education in American Indian Popular Literature.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Joint Meeting of the Popular Culture and American Culture Association (San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Literature; *College Environment; Cultural Isolation; *Higher Education; *Novels; *Popular Culture; Student Needs
IDENTIFIERS- *College Image; Native Americans; Theme (Literary)

In their attempts to lead a dual-life experience, characters in popular literature written by and/or about Native American Indians occasionally enroll in institutions of higher education; like many of their real-life counterparts very few of these student characters find the experience to be a positive undertaking. This narrative pattern reflects a "tragic reality" in American higher education today. The paper deals with four novels which target specific problems encountered by Native American students in college, i.e.: "Wolfsong" (Louis Owen); "Turtle Belly" (Joel Monture); "First Eagle" (Tony Hillerman); and "Agoak" (Yves Theriault). Parallels can be drawn between reality and the negative image of higher education in American Indian popular literature, since the primary reasons for higher education's failure with Native Americans are outlined in the novels discussed: social maladjustment, disinterested faculty, irrelevant curriculum, lack of a support network, alienation from personal heritage, racism, etc. The paper suggests some ways to ameliorate the situation, such as establishing residence halls where a support community can be formed, hiring Native American counselors to facilitate positive peer communication, and organizing tutoring programs. Contains 6 references. (NKA)

ED 429 290 CS 216 619

Jago, Carol
Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Cincinnati, OH, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 429 311 CS 216 674

South Dakota Communication/Language Arts Content Standards.
PUB DATE- 98
NOTE- 42p.; For the Technical Guide, see CS 216 675.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Listening; *Reading; *Speech Communication; State Curriculum Guides; *State Standards; *Writing (Composition)
IDENTIFIERS- *South Dakota

Providing a listing of an essential core of content to be taught and learned in each grade level, this paper presents content standards in four major areas of communication/language arts: reading, writing, listening/viewing, and speaking. The standards are organized by separate grade levels for grades K-9 (except grades 9-12) so readers can quickly review what communication/language arts learning is expected at a specific grade. After a preface and introduction, the paper presents the goals, rationales and indicators for reading, writing, listening/viewing, and speaking followed by the detailed listing of the content standards. (RS)

ED 429 312 CS 216 675

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
PUB DATE- 98
NOTE- 68p.; For the "Content Standards" document, see CS 216 674.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Listening; *Reading; *Speech Communication; State Curriculum Guides; *State Standards; *Writing (Composition)
IDENTIFIERS- *South Dakota

Serving as a basis for an educational dialogue that needs to take place in every school district in South Dakota, this technical guide to the South Dakota Communication/Language Arts Standards includes the Goals, Indicators, Benchmarks, and Grade Level Standards for reading, writing, listening and viewing, and speaking. It is organized in grade level clusters according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is provided as a framework for school districts to use as they study and implement the state standards, design local district and classroom assessments, and align curriculum materials, resources, and technology to the standards. (RS)

ED 429 313 CS 216 678

Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.
PUB DATE- 99
NOTE- 0p.; One in a three-video set.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Family History; Grade 3; *Local History; *Oral

Schools; Instructional Innovation; *School Schedules; *Student Attitudes

This report compares student perceptions of the block schedule with those of the traditional seven periods in high school. It describes a public school that voted to implement a modified three-block schedule containing two traditional periods. The participants in the study were 200 high-school students, all of whom were switched from a traditional 7-period format to a block schedule. Data collected from surveys were used to compare students' perceptions on various areas related to block-scheduling practices. The surveys consisted of 12 Likert-scaled questions focusing on attitudes and perceptions. The results indicate that the students did not significantly favor the use of block scheduling. Even though after the first year students showed an increase in perceptions that favored block scheduling, rising from 17 percent to 36 percent, the majority (59 percent) still preferred the traditional schedule. Students were initially concerned about being able to make up work, but this concern decreased after the first year. Student did record a rise in interest in several factors of the classes but not enough to outweigh preference for traditional scheduling. It is recommended that school administrators should carefully study implementation and evaluation policies when initiating block scheduling. (RJM)

ED 429 336 EA 029 733

Fuhrman, Susan H.
The New Accountability. CPRE Policy Brief.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Administration; Educational Change; Elementary Secondary Education; Performance; Quality Control; School Effectiveness

This policy brief reviews developments in standards-based reform and explores new ways for holding schools and districts accountable for discharging their missions. It draws on several Consortium for Policy Research in Education (CPRE) studies of accountability, many of which are still in progress. The report examines characteristics of new accountability systems and focuses on the following: performance, schools as the unit of improvement, continuous improvement strategies, inspections, more accountability categories, public reporting, and consequences attached to performance levels. It discusses issues in designing and implementing new accountability systems, asking such questions as "How is performance measured?" and "What is satisfactory progress?" The brief also describes ways in which to use fair measures in holding schools accountable, such as judging students' satisfactory progress rather than their absolute performance. It offers details on issues such as perverse incentives, complex indices of progress, what to do with students who fall in the middle of the distribution, states' capacity to remedy problems, stability and credibility of programs, public understanding, and student incentives. The report looks at ways in which new accountability systems work, and asserts that when such systems

ED 429 356 EA 029 766

Polakow-Suransky, Sasha
Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Expulsion; *High Risk Students; Out of School Youth; School Attendance Legislation; State Surveys; Student Rights; Weapons
IDENTIFIERS- *Michigan; Zero Tolerance Policy

This report focuses on the impact of the Federal Gun-Free Schools Act (GFSA) in the Michigan public schools. The research for this study was conducted as a project of the Ann Arbor-based Student Advocacy Center. The study's purpose is twofold: (1) explore the implications of Michigan's zero-tolerance policy for educational equity and equal opportunity; and (2) analyze the impact of state law on the lives of expelled students and their families. The 100 school districts selected for analysis were chosen according to geographic location, diversity of population, and annual rate of per-pupil spending. Freedom of Information requests were sent to all 100 superintendents asking for expulsion data from the 1995-96 and 1996-97 school years, disaggregated according to race, gender, special-education status, and free-lunch eligibility. Sixty-four districts responded with varying degrees of compliance. In addition to the district data, interviews with expelled students and their families were conducted. Civil-rights officials, local law-enforcement officers, superintendents, and mental-health professionals were also consulted for their opinions on the zero-tolerance policy. Results indicate that school officials often apply the policy in an arbitrary and capricious manner. Typically, the grounds for expulsion were not found in the mandatory section of the state law. (RJM)

ED 429 357 EA 029 767

Pan, Diane; Mutchler, Sue; Knox, Lyndee
"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Innovation; Educational Policy; Elementary Secondary Education; *Formative Evaluation; *Policy Formation; State Programs
IDENTIFIERS- Arkansas; Oklahoma; Study Circles

This document gives an overview of the "Calling the Roll" program, a two-state study-circle program. Study circles employ a public-engagement model that fosters dialogue among diverse individuals and groups. This report explores how participation in study circles affects the education policymaking process, and it examines the process of implementing a statewide program of study circles. The report is divided into five sections. Section 1 provides a summary of the program. Section 2 presents background information on public engagement and the policymaking process and explores deliberative dialogue and how

ED 429 376 EC 307 109

Racicot, Lina; Shelley-Sireci, Lynn
Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Community Based Instruction (Disabilities); *Disabilities; *Early Intervention; Experiential Learning; Family Role; Home Programs; Preschool Education; Questionnaires; Services; Surveys; Teaching Models; Training

A survey of 116 early intervention service providers for young children with disabilities examined their experiences and perceptions of providing services in natural environments such as the home, day-care center, restaurants, play grounds, etc. A questionnaire, "The Natural Environment Questionnaire," was developed which included questions with Likert-type responses, a checklist of services, and open-ended questions. Results indicated that in theory early intervention in natural environments is well accepted; however, different types of services are seen to be more or less appropriate for natural environments. Problems that service providers encountered in natural environments included: lack of private space, distractions, access to supplies/equipment, and transportation for families. Service providers recommended training in the form of workshops on specific topics, peer modeling, and training for families in order to increase the benefits of intervention in natural environments. The questionnaire is appended. (Contains 15 references.) (DB)

ED 429 377 EC 307 110

Schuster, Joneen; Shepherd, Kristen; Reuter, Jeanette
Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
PUB DATE- 98
NOTE- 11p.; Poster presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Cerebral Palsy; *Cognitive Development; Developmental Stages; *Infant Behavior; Infants; *Interpersonal Competence; *Language Acquisition; Longitudinal Studies; *Motor Development; *Neurological Impairments

This study examined behavioral development during the first year of life of 41 infants diagnosed with cerebral palsy, hypotonia, or hypertonia. The KID Scale, an empirically normed, caregiver-report inventory which covers behavior in five domains (cognitive, motor, language, self help, and social) was administered at about 5, 9, and 12 months corrected gestational age. Results indicated that motor domain scores were significantly lower than language, self help, and social domain scores whereas cognitive scores were similar to motor scores.

Secondary Education; Evaluation Methods; *Gifted; *Measures (Individuals); Referral; Screening Tests; Standardized Tests; Standards; Student Evaluation; *Talent; *Talent Identification

This report presents findings of a study of instruments used in the identification of gifted and talented students. The study first examined the published literature, both standardized and locally developed identification instruments and procedures, and strategies used to identify underserved populations. These data were catalogued in the National Repository computer database. The study then reviewed standardized instruments using the "Scale for the Evaluation of Gifted Identification Instruments" for each construct of giftedness named by schools and these reviews were entered into the database. A review of identification procedures led to the compilation of standards for identification. Finally, data were collected on three locally developed instruments with potential for providing unique types of data for screening and identifying talent: the "Diet Cola Test" (better for program evaluation than identification); the "Peer Referral Form" (high reliability and useful with Hispanic populations); and the "Teacher Search List" (reliable in assessing middle school students). Among seven appendices are the database order form, sample database output, a listing of instruments reviewed, the "Scale for the Evaluation of Gifted Identification Instruments" and the "Peer Referral Form." Contains 102 references. (DB)

ED 429 396 EC 307 134

Knoblauch, Bernadette; Sorenson, Barbara
IDEA's Definition of Disabilities. ERIC Digest E560.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; *Disabilities; *Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; Special Education
IDENTIFIERS- ERIC Digests; *Individuals with Disabilities Education Act

This digest analyzes the definitions of disability in the Individuals with Disabilities Education Act (IDEA). It notes that, in order to be eligible for special education services under the act, the child must meet two criteria: (1) he/she must have one or more of the specific disabilities listed in the act, and (2)he/she must require special education and related services. Definitions of the following specific disabilities listed in the act are included: autism, deafness, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment, including blindness. Requirements under IDEA for multidisciplinary evaluation and the inclusion of students with disabilities in regular classrooms whenever possible are also briefly noted. (DB)

ED 429 397 EC 307 135

Knoblauch, Bernadette

to contribute to talent development in all domains. Educators are urged to: (1) provide a learning environment that encourages bilingualism, values cultural differences, and supports these students' expressions of their strengths and interests; (2) show positive and high expectations of their bilingual students as well as an awareness of the family culture; (3) use flexible and diverse assessment procedures for the identification of cognitive strengths, abilities, interests, and learning styles of bilingual students; (4) establish programs that provide enrichment opportunities in both languages to promote talent development; (5) allow students to develop individual and group projects by selecting an interest topic or area of study; and (6) encourage family and community members to participate as facilitators of enrichment clusters, and exploratory and investigative activities, and as mentors. (CR)

ED 429 415 EC 307 162

Guenther, Alex
What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Children; *Clinical Diagnosis; *Creativity; *Gifted; *Hyperactivity; Parent Role; Psychological Evaluation; *Symptoms (Individual Disorders)

This brochure for educators and parents discusses gifted children, creativity, and attention deficit hyperactivity disorder (ADHD). The overlapping symptoms of ADHD and creativity are identified, which include: inattention, hyperactivity, impulsivity, difficult temperament, deficient social skills, and academic underachievement. The possibility of a misdiagnosis of ADHD is stressed and recommendations for teachers and parents are provided. Educators and parents are urged to learn as much as possible about diagnostic criteria for both creativity and hyperactivity, observe and record which conditions intensify or reduce the key diagnostic signs, and ask a disruptive or daydreaming child what he or she is thinking about right after the occurrence. If the child is referred for psychological screening, it is recommended that parents choose a psychologist who either knows about giftedness and creativity as well as ADHD or who is willing to learn. If a child is diagnosed as having ADHD, parents are urged to seek a second opinion, consider medication very carefully, and make a special effort to provide opportunities both within and outside of school to enhance creativity and build self-esteem. (CR)

ED 429 416 EC 307 164

Ahearn, Eileen M.
Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

ED 429 436 FL 024 816

Ulbaek, Ib
Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- Danish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Foreign Countries; Grammar; *Illustrations; *Languages; Psychology; Semantics; *Structural Analysis (Linguistics); *Syntax

This analysis focuses on the question of whether or not pictures or illustrations are language. Discussion focuses on the differences between pictures and language, with attention to structure, geometry, grammar, rules of interpretation, and semantics. The case is made that pictures are not language essentially because: (1) they do not have symbols that are not arbitrary; (2) their interpretation is not dependent on code; (3) and they do not have syntax. Further discussion looks at what pictures are and whether they are a form of communication, as well as at the psychological differences between language and pictures. A list containing 24 differences between language and pictures is appended. Contains 34 references. (VWL)

ED 429 437 FL 025 412

Farahzad, Farzaneh
A Gestalt Approach to Text Manipulation in Translation.
PUB DATE- 98
NOTE- 14p.; Document contains light print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Interpretive Skills; *Language Patterns; *Language Processing; *Psychological Patterns; Second Languages; *Translation
IDENTIFIERS- *Gestalt Psychology

This paper explores the issue of unconscious manipulation in translation. The translator engages in creating new text subject to the principles of totality and part-whole relations. The closer the parts and relations to those of the source text (ST), the more related this new whole will be to the former one. In attempting to preserve ST semantic content, the translator builds on his or her own interpretation of it, which is subject to his or her previous pattern completion attempts: adding and deleting parts and assuming new relations between them to compensate for whatever is vague or implicit, or whatever he or she missed in the ST. The translator shapes the target text (TT), its parts and relations to produce a text conforming to all standards of textuality. All types of over-translations, under-translations, and manipulative shifts are affected not only by linguistic mismatches, but also by the translator's pattern completion attempt and tendency to create a whole. When he or she fails to complete the whole, he or she experiences cognitive dissonance. Then, motivated by the Gestalt theory law of tendency and the desire to move toward consonance, he or she fills in the gaps, completes the parts, and even exerts new relationships between them to create a whole and satisfy the need for stability and consonance. Contains 13 references. (MSE) instruction in Spanish language and four arts disciplines. Additional targeted skills included: accessing and using new information effectively; thinking critically about art; development of global responsibility and cross-cultural understanding; use of creativity; development of interpersonal skills, self-understanding, and ethical conduct; and establishment of personal wellness practices. The report describes the origins of the project, participating teachers and students, methods of evaluating project success, and study conclusions. It was found that the project had a positive effect on student achievement in language and art and persistence in Spanish language learning. Factors in the interdisciplinary classroom environment that facilitated achievement are also analyzed. Contains 19 references. (MSE)

ED 429 458 FL 025 810

Capocchi Ribeiro, Maria Alice
The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Business Communication; Classroom Techniques; Communicative Competence (Languages); *English for Special Purposes; *English (Second Language); Foreign Countries; Language Proficiency; Portuguese; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Brazil

This paper examines the effectiveness of process writing instruction in English as a second language to foster contextualized situated learning of adverbial clauses of contrast (e.g., "although, even though, however, nevertheless, in spite of, despite, on the other hand"), as demonstrated in a group of six Brazilian upper-intermediate students of English for Special Purposes (ESP), all executives at a multinational company. The students' objective was better use of alternatives to "but" in written business communication. The report chronicles the development of a needs assessment form and elicitation of student views and goals, describes the process writing approach and its use in second language learning, compares Portuguese and English use of adverbial subordinate clauses of contrast, describes classroom procedures and activities, and evaluates results. Students pointed to the consistency of this approach with the principles underlying the ESP program (situated learning and communicative language teaching), and were able to identify their own progress. Their speech was found to be better organized and their ideas were expressed more accurately, appropriately, and coherently. The method is recommended. Materials documenting the classroom approach are appended. Contains 33 references. (MSE)

ED 429 459 FL 025 811

Turner, Carolyn E.
Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test,

This study examined differences in final course grades for campus-based and distance education students in the Center for Psychological Studies at Nova Southeastern University (Florida). Data on 2,244 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a similar frequency of successful grades (A, B, C, or Pass) relative to their campus-based counterparts. It was also found that in three courses in the master's program in mental health counseling (Human Development and Learning, Substance Abuse, and Case Conceptualization), students enrolled in courses offered through distance education received a similar frequency of successful grades relative to their campus-based counterparts. An appendix provides four sets of data tables. (MDM)

ED 429 480 HE 031 855

MacFarland, Thomas W.
A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Business Education; College Faculty; College Instruction; *College Students; *Distance Education; Extension Education; *Grades (Scholastic); Graduate Study; Higher Education; Psychological Studies; Psychology; Teacher Education; Undergraduate Study; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined differences in final course grades for campus-based and distance education students at Nova Southeastern University (Florida). Data on over 26,000 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a significantly greater frequency of successful grades (A, B, C, or Pass) than their campus-based counterparts in the undergraduate studies program, the School of Education and Human Services, and the School of Business and Entrepreneurship. However, in the Center for Psychological Studies, there was no significant difference in the frequency of successful grades awarded in campus-based courses and courses offered through distance education. An appendix provides two sets of data tables. (MDM)

ED 429 481 HE 031 856

MacFarland, Thomas W.
An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Education; *Business Education; College Faculty; College Instruction; College Students; *Distance Education; Extension Education; *Grades (Scholastic); Higher Education; *Teacher Education; *Undergraduate Students; Undergraduate Study; Universities
IDENTIFIERS- *Nova Southeastern University FL

conducted by 12 different agencies, and a second table summarizes features of the 19 federal auctions for real estate or consumer goods. An enclosure describes individually the 12 federal auctions for rights or financial assets. (DB)

ED 429 501   HE 031 993

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Doctoral Programs; Federal Programs; *Graduate Study; High Achievement; Higher Education; Medical Education; Outcomes of Education; *Physicians; Program Effectiveness; Research and Development; *Researchers; Science Careers; *Scientists; Theory Practice Relationship
IDENTIFIERS- *National Institute of General Medical Sciences

This study evaluated professional outcomes for graduates of the 32 programs supported by the National Institute of General Medical Sciences under the Medical Scientist Training Program (MSTP). Specifically, it evaluated the success of MSTP graduates in establishing research careers and the types of careers and research activities followed compared to graduates of other combined-degree or Ph.D. programs. Data were from National Institutes of Health data bases and curricula vitae provided by graduates of MSTP programs and members of comparison groups. Findings indicated that MSTP graduates are more likely than comparison groups to have received postdoctoral research training support, to hold academic appointments, to have received research support, to have applied for and obtained NIH research grants, and have more total publications and more recent publications. Analysis indicated MTSP graduates are most similar to non-MSTP M.D.-Ph.D.s from the same institutions. Overall, the comparison suggests that MTSP graduates more closely integrate their research activities with medical practice. Individual sections of the report provide background information, detail on the study design, and present findings on educational and career outcomes and professional and research activities. Four appendices include a list of academic department classifications, additional methodology information, definitions and criteria, and statistical tables. (Contains 32 references.) (DB)

ED 429 502   HE 031 994

Joyner, Carlotta C.
Direct Student Loans: Overpayments during the Department of Education's Conversion to a New Payment System.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Compliance (Legal); Federal Aid; Federal Programs; Higher Education; *Student Loan Programs
IDENTIFIERS- Department of Education; *Federal Direct Student Loan Program

This report addresses concerns that the Department of Education may have erroneously made overpayments of as much as $400

Statistical Data; Student Financial Aid; *Trend Analysis

The 12 issues of this 1998 publication each contain one or more analyses of postsecondary educational opportunities, including tables and charts. Titles of the individual analytical articles are: "Pell Grant Program Participation, FFY 1974 to FFY 1999"; "Poverty Rates by Educational Attainment, 1996"; "Refinancing Higher Education, 1952 to 1996"; "A Reauthorization Agenda for Students from Low Income Families"; "Competition for State Appropriations in FY 1998"; "Chance for College by Age 19 by State in 1996"; "The Private Investment Value of Higher Education, 1967 to 1996"; "Interstate Migration of College Undergraduates"; "Employment by Industry, 1939 to 2006"; "College Continuation Rates for 1997 High School Graduates"; "Recent High School Dropouts"; "Labor Force Participation of Recent High School Leavers"; "Educational Attainment for 25 to 29 Year Olds, 1940 to 1997"; "Educational Attainment in the States: Status and Importance to State Economic Welfare"; "Economic Perspectives on Education and the Value of Labor"; "Institutional Graduation Rates by Control, Academic Selectivity and Degree Level, 1983 to 1998"; "FY1999 State Appropriations for Higher Education"; "State Student Financial Aid Programs, 1970 to 1997"; "Freshman-to-Sophomore Persistence Rates by Institutional Control, Academic Selectivity and Degree Level, 1983 to 1998"; "Growing Income Inequality, Public Selfishness and Consequences for America's Children (and Our Future)"; "Educational Opportunity by Family Income, 1970 to 1996"; "Employment Change Among Industrial Sectors Based on Educational Attainment: An International Comparison"; "Where Are the Guys?"; "Student Financial Aid by State, 1996-97"; "State Tax Fund Appropriations for Higher Education, FY 1999"; "Students from Low Income Families and Higher Educational Opportunity"; "Chance for College for Students from Low Income Families by State in 1996-97"; "Academic Selectivity in Colleges and Universities, 1986 to 1998"; and "Low Family Income Student Distribution and Redistribution in Higher Education, 1974 to 1997." (DB)

ED 429 522   HE 032 014

The Graying of the Faculty in the UW System.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Aging in Academia; *College Faculty; Higher Education; Older Adults; Seniority; *Teacher Retirement; Trend Analysis
IDENTIFIERS- *University of Wisconsin System

This research brief examines changes in the age distribution of faculty in the University of Wisconsin (UW) system over time and trends in faculty retirement. Findings indicate that: (1) in 1997-98, 35 percent of faculty were age 55 and older, 51 percent were between 40 and 54, and fewer than 15 percent were under 40; (2) on average, faculty at the UW comprehensive institutions were somewhat older than faculty at UW-Madison and UW-Milwaukee; faculty at the UW colleges were older than faculty in other system institutions; (3) faculty age distribution varied across academic disciplines, with engineering and physical sciences having both the highest percentage in the 55 and older age group and the highest percentage of faculty under 40; (4) between 1985-86 and 1997-98 the total number of UW system faculty declined by 9.8 percent;

*Instructional Effectiveness; Interaction; *Multimedia Instruction; Multimedia Materials; Open Universities; *Staff Development; Student Attitudes; Student Participation; Teleconferencing; World Wide Web
IDENTIFIERS- FirstClass; *Learning Environments; Open University (Great Britain)

This paper discusses the concept of diversity of course components in the context of an online staff development course at the United Kingdom Open University. In addition to FirstClass computer conferencing and Web content, RealAudio was used in both synchronous and asynchronous modes. The purpose of its use was to add diversity and focus, which would maintain active participation until the end of the course. Following a description of the aim and components of the course, this paper presents an evaluation of its effectiveness and draws conclusions about an appropriate level of media diversity. Two figures present a snapshot of one of the audio annotations of the course materials and the opening screen of the FirstClass course area. (AEF)

ED 429 541 IR 019 449

Payne, Deborah A.; Keating, Kelly A.; Myers, James D.
Virtual Partnerships in Research and Education.
SPONS. AGENCY- Department of Energy, Washington, DC. Office of Energy Research.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Computer Interfaces; *Computer Mediated Communication; Computer Software; Computer Uses in Education; Cooperative Programs; Distance Education; *Educational Cooperation; *Institutional Cooperation; Research and Development; Science Laboratories; *Scientific Research; Shared Resources and Services; Teleconferencing; World Wide Web
IDENTIFIERS- *Collaborative Research

The William R. Wiley Environmental Molecular Sciences Laboratory (EMSL) at the Pacific Northwest National Laboratory (Washington) is a collaborative user facility with many unique scientific capabilities. The EMSL expects to support many of its remote users and collaborators by electronic means and is creating a collaborative environment for this purpose with capabilities ranging from chat and videoconferencing to shared applications, electronic notebooks, and remote-controlled instruments. This paper describes some of the particular capabilities required to support scientific collaborations, the status and direction of the EMSL tools, and several early uses of the EMSL software in both research and education collaborations. The first section presents a taxonomy of the types of research collaborations that currently exist (peer-to-peer, mentor-student, inter-disciplinary, producer-consumer) and evaluates the communications needs for each type. EMSL's real-time Collaborative Research Environment (CORE) is described in the next section, and the following capabilities/components are summarized: WebTour, file sharing, chat box, TeleViewer, Electronic Laboratory Notebook, on-line instruments, whiteboard, and audio/video conferencing. The third section describes the use of CORE in research and

DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Internet; Principals; State Surveys; Teacher Attitudes; Teacher Surveys; Training; Use Studies
IDENTIFIERS- Administrator Surveys; Connectivity; Impact Evaluation; *Nebraska; *Technology Utilization

This final report of a comprehensive five-year evaluation process focused on examining the progress of the statewide implementation of Internet technology, as well as the general impact on teachers, students, and schools of statewide connectivity and training efforts in K-12 schools in Nebraska. The evaluation process was based on three primary types of data--teacher/principal survey data, machine-based Educational Service Unit (ESU) support data, and observed classroom uses and projects. Results are reported in the following areas: teacher use of the Internet; principal use of the Internet; student use of the Internet; the impact of Internet on classroom settings; example teacher statements related to their use of the Internet; and general implications of the Internet implementation efforts. The following general implications revealed by the evaluation process are summarized: (1) significant progress has been made in the process of connecting schools and classrooms to the Internet; (2) teachers and students are using the resources on the Internet in day-to-day classroom operations; (3) the Internet is becoming a valued tool for educators and students; (4) community interest is starting to parallel educational interest; (5) statewide dialogue, cooperation, and planning are becoming increasingly important; and (6) Nebraska continues to play a national leadership role. (DLS)

ED 429 560 IR 019 469

Treadwell, Mark
1001 of the Best Internet Sites for Educators. K-College.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Evaluation Criteria; Glossaries; Information Policy; Information Retrieval; *Resource Materials; Safety; Search Strategies; *World Wide Web
IDENTIFIERS- Technology Integration; *Web Sites

This resource, designed to help K-12 teachers find relevant information on the Internet for both themselves and their students, lists educational World Wide Web sites that have been selected based upon their content and relevance to the curriculum. Each entry includes: the URL; comments describing how the site relates to the specific area of the curriculum and how teachers might use the site in the classroom; a rating for the quality of the presentation; a rating for the quality of the content and its relevance to the curriculum; and appropriate grade levels. Subjects areas included are: foreign language; general; health and wellness; information technology; language arts; mathematics; music and performing arts; science; social studies; technology education; and visual arts. Selection criteria are listed in the introduction. The publication also includes instructions for searching the Web, hardware and software recommendations, guidelines for safety on the Internet, a sample school Internet policy and application for a school Internet license, and a glossary of Internet characteristics and associated descriptors of the engaged learning model: (1) vision of learning (responsible, strategic, energized, collaborative); (2) tasks (authentic, challenging, multidisciplinary); (3) assessment (performance based, generative, multiple measurements); (4) instructional model (interactive, generative); (5) learning context (collaborative, empathetic); (6) grouping (heterogeneous, flexible, equitable); (7) teacher roles (facilitator, guide, co-learner); and (8) student roles (explorer, apprentice, teacher/mentor, producer). SURWEB (State of Utah Resource Web), an Internet-based multimedia tool and resource database for directly involving both teachers and students in these types of engaged learning activities, is described. SURWEB was initiated in 1995 by a consortium of public and private agencies including Utah's K-12 educational service centers, institutions of higher education, West Ed Regional Education Laboratory, museums, state and national parks, and Native American tribal councils and agencies. Its growing database provides teachers with hundreds of media shows, electronic field trips, and standards-based learning units. Furthermore, the tool enables students and teachers to create and produce multimedia presentations. Web sites for a sampling of student/teacher produced media shows are listed, and guidelines for successful classroom instruction using the Web are provided. (AEF)

ED 429 579 IR 019 540

Almeida d'Eca, Teresa
New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Joint National Conference of the Popular Culture and American Culture Associations (San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Cultural Influences; *Educational Change; Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Government Role; Information Technology; Innovation; *Internet; *National Programs; Program Development; Technological Advancement
IDENTIFIERS- Americanization; Connectivity; Globalization; *Portugal; *Technology Implementation; Web Sites

This paper describes three government-funded technology programs in Portugal and the changes they brought about in Portuguese schools: (1) Project MINERVA (Computing Means in Education: Rationalization, Valorization, Actualization), launched in 1985 and ended in 1994, was an innovative program to introduce new technologies in schools; (2) Program Internet in School, launched in the 1997-98 academic year, aims to connect all private and state schools to the Internet; and (3) Program Nonio-21st Century, created in 1996, has the priority of developing modern, updated schools that strive for precision, quality, and autonomy. In concluding remarks, the paper notes that the Portuguese government, through the Secretary of Science and Technology, announced the intention of distributing one million free e-mail addresses and of increasing one thousand-fold the production of Portuguese sites on the Internet with the contribution of different partnerships. Also discussed are the Internet as a vehicle for the transmission of managing a community network: administration; volunteer management; and volunteer management information online. Chapter Six, "Funding Issues," deals with the following funding issues: costs; funding options; grant writing; grant information online; and fund-raising information online. Chapter Seven, "Marketing and Public Relations," discusses marketing process and public relations. Chapter Eight, "Developing Local Online Information," focuses on: delivering local content; building relationships with United Way Agencies; information and referral (I&R); I&R on the Internet; and cataloging community information. Chapter Nine, "Public Access, Training, and Technical Support," covers: public access profiles; delivering training, support, and technical assistance; and public access policies. Chapter Ten, "Evaluation and Sustainability," focuses on the importance of evaluation. Each chapter includes a list of recommended readings. An appendix contains information on 70 online resources. Includes an index. (Contains 54 references.) (DLS)

ED 429 600 IR 057 313

Farmer, Lesley S. J.
Cooperative Learning Activities in the Library Media Center. Second Edition.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cooperative Learning; Educational Technology; Elementary Secondary Education; Group Activities; *Information Literacy; *Learning Resources Centers; Lesson Plans; Media Specialists; *Outcome Based Education; *School Libraries; Student Projects

This publication is the second edition of a work designed to give school library media specialists and teachers a better understanding of cooperative learning and the tools to develop a successful program, and to offer new ways to implement cooperative learning into the middle and high school curriculum. Changes since the first edition are the result of changes in the educational climate, such as: the SCANS report (Secretary's Commission on Achieving Necessary Skills); the rise of outcomes-based education; the push for national standards; the ubiquity of rubrics; work on new national standards for library media programs; and the continued rise in information. The first part introduces cooperative learning theory and practice, and contains the following chapters: (1) "The Nature of Cooperative Learning"; (2) "Inclusive Ways of Learning"; (3) "Outcomes-Based Education"; (4) "Information Literacy"; and (5) "Building a Learning Community." The second section provides a variety of lessons that culminate in benchmark projects. The sixth chapter contains a key to the lesson activities, and introduces the lesson components: activity description; content outcomes; information literacy outcomes; prerequisite skills; rationale for the process; activity/grade level, time frame, resources, grouping, group tasks, and tips; assessment; and activity variations. Most lessons have been modified since the first edition to incorporate educational technology. In addition, a multi-faceted project is included for each subject, in order to promote in-depth student work over time. The lessons are divided into 12 chapters by subject area, including: art;

curriculum documents is reviewed and evaluated against international trends. Possible implications for assessment and education are examined. Tables/figures include: (1) sample definitions: sequential stages; (2) sample non-stage definitions of information literacy; (3) information literacy phases and attributes; information literacy components; (4) psychological domains of information literacy; relationship of New Zealand curriculum framework essential skills to information literacy; (5) achievement objectives for information processing; and (6) development framework for measurement and assessment: information skills-cognitive and affective. (Author/AEF)

ED 429 619 IR 057 345

Luconi, Francesca; Tabatabai, Diana
Searching the Web: Expert-Novice Differences in a Problem Solving Context.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Computer Attitudes; Foreign Countries; Information Sources; Internet; *Online Searching; Problem Solving; *Search Strategies; World Wide Web
IDENTIFIERS- Browsing; Computer Users; *Experts; *Novices

The purpose of this exploratory study was to compare three experts and three novices in a Web-based problem solving context. The task was to search and evaluate Web sources for writing a research paper on a topic (inquiry based instruction, or IBI) that was unfamiliar to the users. The following research questions guided the study: (1) What type of navigational strategies do experts and novices employ to search for information on the Web?; (2) What are the novices' and experts' attitudes and feelings during the search?; and (3) What type of metacognitive strategies do experts and novices use during the Web search? Lessons learned from studying novice and expert Web users have significant instructional implications for educators and designers. Study emphasized that searching information on the Web is a complex phenomenon that requires developing a Personal Information Structure. An appendix presents a list of categories and scores for all novices and experts; and a list of sites shared among some participants and missed by other participants. (AEF)

ED 429 620 IR 057 346

Barrett, Jaia, Ed.; Rounds, Laura, Ed.; Sabnis, Shona, Ed.; Wetzel, Karen A., Ed.
Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Conference Proceedings; Higher Education; Information Technology; Institutional Advancement; *Leadership; *Library Administration; Library Associations; *Library Development; Meetings; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

The program of the 128th meeting of the Association of Research administrative staff, salaries paid to selected administrators, a summary of fiscal year 1999 monthly classified and other (non-teaching) professional staff salaries; and fringe benefits for full-time employees. Finally, the report provides fiscal year 1999 mean percentage salary increases for all employees, average total salary actually paid, and statewide average annual contractual salaries in Illinois Public Community Colleges for fiscal years 1995 to 1999. The statewide data compilation is divided into seven peer groups, which are based on college enrollment (semester), geographic location, and financial data. Highlights include the weighted average total salaries actually paid in the fiscal year 1998: faculty members (9 and 12 months) earned $56,516, administrators (12 months) earned $61,289, and other (non-teaching) professionals (9 and 12 months) earned $38,201. (JP)

ED 429 639 JC 990 213

Campbell, Lori Collette
Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
PUB DATE- 96
NOTE- 207p.; Ed.D. Dissertation, University of Tennessee, Knoxville.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Curriculum Development; *Educational Assessment; Educational Finance; *Educational Improvement; *General Education; Institutional Mission; Learning Strategies; *Public Colleges; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Tennessee

This study looks at the effects that the general education assessment undertaken for the Performance Funding Program has had on general education at the public two-year institutions of higher education in Tennessee. The purpose of the Performance Funding Project was to provide motivation, through financial incentives, to public institutions for increases in quality improvement. Since its inception, the assessment of general education has been one of the standards. Data were collected through three methods: a 21-item questionnaire, participant interviews, and document analysis. The sample consisted of selected faculty and administrators at 14 public two-year colleges whose positions required them to have specific knowledge about general education assessment. Findings from this research show that the institutions have used the results from the general education assessment to make changes in curriculum, instructional delivery strategies and methods, and student learning activities and experiences. At those institutions where the performance funding coordinator provides detailed analyses of general education assessment results in digestible terminology to the proper audiences at key intervals throughout the year, there is more complete usage of assessment results by faculty, staff, and administration. Contains 11 tables. Appended are the survey, interview protocol, interview contact summary sheet, and the document summary form. (CAK)

ED 429 640 JC 990 216

Educational Master Plan, 1996-2001.
PUB DATE- 96

offertes aux practiciens de l'education en milieu de travail.
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Conferences; Delivery Systems; *Educational Opportunities; Educational Practices; Financial Support; Foreign Countries; High School Equivalency Programs; Higher Education; *Literacy Education; National Programs; Participant Characteristics; Professional Associations; *Professional Development; Program Development; School Districts; Statewide Planning; *Teacher Improvement; Unions; *Workplace Literacy
IDENTIFIERS- *Canada; Professionalization

This document consists of English and French versions of a report profiling some of the local, regional, and national professional development opportunities available to workplace education practitioners across Canada. The report begins with an introduction that describes the process used to identify the programs (surveys and interviews with more than 35 representatives of practitioner development programs and an Internet search). Presented next is an executive summary that discusses the following topics: role of practitioner development in the development of workplace education as a field and a profession; and overview of key points learned about professional development programs for workplace educators (audience, scope, frequency, level, links, format, content, delivery, funding, other professional development opportunities, and the future). The remaining 90% the report consists of descriptions of 27 professional development programs provided through universities, consortia, labor unions, professional associations, and industry improvement councils across Canada. Each program description contains some or all of the following: city and province; program title; general information; host organization; contact information; dates offered; participant characteristics (number attending, eligibility, background, workplace education experience); program details (developing organization, objectives, topics, presentation format, materials, training leaders, evaluation methods); administrative details (fees, funding); and comments. (MN)

ED 429 174 CE 078 402

Hopkins, Barbara J.; Naumann, Darl; Wendel, Frederick C.
Building the School-to-Work System. Fastback 446.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; *Education Work Relationship; Educational Legislation; Federal Legislation; *Institutional Cooperation; Occupational Information; Postsecondary Education; Program Implementation; *School Business Relationship; Secondary Education; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

The federal legislation that created school-to-work (STW) was to meet the educational, economic, occupational, and skill-training needs of the future work force and the needs of employed, incorporate the program's services into the rhythm of their workday; cultivate employers; and begin retention at intake. Appended is information on VFI's history, mission, and activities. (MN)

ED 429 191 CE 078 436

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; American Indians; Consortia; Demonstration Programs; Educational Finance; Educational Improvement; *Educational Legislation; Educational Policy; *Federal Legislation; Federal Regulation; Financial Support; Leadership; Occupational Information; Private Schools; Program Administration; Program Costs; Program Evaluation; Program Improvement; *Public Policy; Rural Areas; Rural Education; School Districts; Secondary Education; State Programs; *Tech Prep; Technical Institutes; *Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998; Congress 105th

This document contains the text of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. The following are among the aspects of Title I of the 1990 Perkins Act (Vocational and Technical Education Assistance to the States) that are addressed in the amendments: allotment and allocation (reservations and state allotment, within-state allocation, accountability, national activities, assistance for outlying areas, Native American program, tribally controlled postsecondary vocational and technical institutions, occupational and employment information); state provisions (state administration, state plan, improvement plans, state leadership activities); and local provisions (distribution of funds to secondary school programs, distribution of funds for postsecondary vocational and technical education programs, special rules for vocational and technical education, local plan for vocational and technical education programs, local uses of funds). Presented next are amendments to the following aspects of Title II (Tech-Prep Education): definitions, state allotment and application, tech-prep education, consortium applications, report, demonstration program, and authorization of appropriations. The amendments to Title III (General Provisions) concern federal and state administrative provisions (including fiscal requirements, construction, voluntary selection and participation, limitation for certain students, federal laws guaranteeing civil rights, participation of private school personnel, joint funding, state administrative costs, and student assistance and other federal programs).(MN)

ED 429 192 CE 078 437

Zane, Lawrence F. H.
A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 99
NOTE- 19p.; For the first report, see CE 078 438.
LANGUAGE- English

PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); Curriculum; *Education Work Relationship; *Educational Practices; Enrollment; High Schools; Higher Education; Institutional Cooperation; Integrated Curriculum; School Business Relationship; *State Programs; *Tech Prep; *Vocational Education
IDENTIFIERS- *Ohio

Tech prep programs integrate academic, occupational, and employability during the last 2 years of high school and the first 2 years of college, combining the best of college-prep academics with the best of vocational and technical education. The Ohio Tech Prep program, jointly administered by the Ohio Board of Regents and the Ohio Department of Education, includes 26 tech prep consortia involving the following: 44 public colleges and universities, all community and technical colleges, all vocational educational planning districts, more than 400 of Ohio's 611 public school districts, and more than 600 community and government organizations, businesses, industries, and labor unions. Ohio's tech prep program offers programs in five career clusters (business and management, environmental and agricultural systems, arts and communications, industrial and engineering systems, and health services) encompassing 60 occupational pathways. Progress is being made toward reaching the four goals of the tech prep program: (1) building a seamless education path by creating 11 new associate degree programs and 60 occupational pathways through an innovative curriculum development process; (2) expanding the enrollment of tech prep students to serve Ohio's labor market needs; (3) ensuring that teaching and learning reflect the needs of all students; and (4) maximizing the opportunities afforded by all relevant initiatives, resources, and participating partners. The Ohio tech prep program has received national and state recognition. (KC)

ED 429 210 CE 078 458

Brown, Bettina Lankard
Knowledge Workers. Trends and Issues Alert No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Demand Occupations; *Education Work Relationship; *Educational Needs; *Employment Patterns; *Employment Qualifications; *Information Scientists; *Information Technology; Labor Force; Lifelong Learning; Needs Assessment; Technological Advancement; Trend Analysis

The globalization of work and continuing advances in technology are changing the nature of the work force. Blue-collar workers are being replaced by information specialists who are sometimes called "knowledge workers." Knowledge workers are workers who can think, work with ideas, and use information to solve standards, management system standards, template standards). (MN)

ED 429 228 CE 078 489

Kiehl, Melanie; Werner, Heinz
The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Demography; Education Work Relationship; *Educational Needs; Employed Women; Employment Level; *Employment Patterns; Employment Problems; Foreign Countries; *Foreign Workers; Labor Force Development; *Labor Market; Needs Assessment; *Public Policy; Self Employment; Trend Analysis; *Vocational Education
IDENTIFIERS- *European Union

The nonnational population and labor force in the 15 European Union (EU) member states were characterized from the standpoints of size and structure, and the labor market conditions faced by nationals and nonnationals were compared. In 1995, the nonnational labor force in the EU totaled approximately 7.8 million; nearly 3 million were citizens of other EU member states who had the same legal standing as the national labor force. In all the EU member states together, fewer than 2% of workers were from other member states. The situations of nationals and nonnationals regarding rates of unemployment, employment, and self-employment differed markedly from each other. Nonnationals' unemployment rates generally exceeded those of nationals. In many member states, EU nationals' unemployment rates fell between those for nationals and those for third-country nonnationals. The employment rates of nonnationals also differed from those of nationals. Employment rates of female third-country non-nationals were particularly low and they experienced a disproportionately high level of unemployment. In some countries, EU nationals were more inclined to risk self-employment than nationals or third-country nonnationals were. The gap between rates of self-employment of nationals and nonnationals has narrowed. (Contains 25 references.) (MN)

ED 429 229 CE 078 491

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Education Work Relationship; *Employment Experience; *Employment Patterns; Ethnic Groups; Family Characteristics; Income; Leisure Time; Longitudinal Studies; Part Time Employment; Racial Differences; Religion; Salary Wage Differentials; Secondary Education; Sex Differences; Tables (Data); Trend Analysis; *Vocational Education; *Youth Employment
IDENTIFIERS- *National Longitudinal Survey of Youth

The 1997 National Longitudinal Survey of Youth (NLSY) provided data on the employment experience and other characteristics of a nationally representative sample of 9,022 young men and women who were between 12 and 16 years old on December 31, 1996. The

Higher Education; *Practicums; Skills; *Supervision
IDENTIFIERS- Conceptual Analysis

This second edition offers step-by-step instruction for supervisors of novice counselors. The book is divided into three major parts. The first part, "Introduction and Ethical Framework," contains an introduction in which commitment to supervisor and counselor development is discussed. Chapter 2 provides ethical guidelines for supervisors as they work with counselors in training. The second part, "Supervision Strategies and Case Conceptualization," explores supervision strategies and the case conceptualization model. Chapter 3 describes basic supervision strategies, illustrating each with a vignette. A description of a model of case conceptualization and advanced supervision strategies that combine teaching, counseling, and consulting function are included in chapter 4. The final section, "Practicum Course Outline and Supervision Modules," provides the setting for supervision: a practicum course for first-year counseling students. The first term, outlined in chapter 5, focuses on building a relationship with clients, and delineates plans for each week. It is suggested that each class should include and describe weekly sessions in detail. Vignettes illustrate supervision in action. The second term, outlined in chapter 6, focuses on conceptualization of cases and the process of counseling. Contains 154 references. (Author/MKA)

ED 429 249 CG 029 165

Kaphingst, Kimberly, Comp.
Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcoholism; Annotated Bibliographies; Citations (References); *College Students; *Drug Abuse; Higher Education; *Prevention

This annotated bibliography was developed to provide those interested in alcohol and other drug prevention at colleges and universities, and in surrounding communities, with a ready reference of current, important, and available information resources. Although alcohol and other drug problems have been a focus at institutions of higher education for over two decades, relatively little research on what works to prevent these problems has been conducted in a systematic manner. However, as this bibliography reflects, much has been published to inform a greater understanding of how alcohol and other drug problems develop, and to describe promising theories and practices for preventing and reducing these problems. This bibliography of 130 resources is by no means exhaustive, but it represents what the authors believe are some of the more important sources for advancing prevention in higher education. Three major criteria were used in selecting references for this bibliography: the philosophy of the reference reflected an environmental approach rather than an individual-level approach, the reference fit into identified topic areas listed in the index, and, with few exceptions, the reference was published during or after 1990. Updates to the bibliography are available via the Center's web site. (Author/MKA)

ED 429 250 CG 029 166

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 4; Intermediate Grades; *Reading Achievement; *Reading Comprehension; State Surveys; *Writing Achievement
IDENTIFIERS- *Colorado Student Assessment Program

This first annual report describes student performance in reading and writing from the spring 1997 administration of the Colorado Student Assessment Program (CSAP). In this first administration of CSAP, all fourth grade students in Colorado were assessed. The report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's fourth grade students relative to the State Model Content Standards Reading and Writing. The first part of the report summarizes student performance in Reading; and part 2 summarizes student performance in Writing. Results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Contains numerous tables and figures of data; appendixes contain proficiency level descriptors for grade 4 Reading; a "mock-up" student report with proficiency level descriptors, grade 4 Reading; proficiency level descriptors for grade 4 Writing; and a "mock-up" student report with proficiency level descriptors, grade 4 Writing. (RS)

ED 429 268 CS 013 512

Colorado Model Content Standards: Reading & Writing.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Grammar; Language Usage; *Reading Skills; Spelling; *State Standards; *Writing Skills
IDENTIFIERS- *Colorado; Colorado Student Assessment Program

This paper presents model reading and writing standards that express what each student in Colorado should know and be able to do in order to become fluent readers, writers and speakers; be able to communicate effectively; recognize the power of language; and be at ease communicating in an increasingly technological world. The six standards in the paper are: (1) students read and understand a variety of materials; (2) students write and speak for a variety of purposes and audiences; (3) students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling; (4) students apply thinking skills to their reading, writing, speaking, listening, and viewing; (5) students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources; and (6) students read and recognize literature as a record of human experience. For each of the six standards, the paper presents a brief description, a rationale, and specifics for grades K-4, 5-8, and 9-12. Contains 22 references. (RS)

ED 429 269 CS 013 517

Hiebert, Elfrieda H.; Pearson, P. David; Taylor, Barbara M.; Richardson, Virginia; Paris, Scott G.
Every Child a Reader. Applying Reading Research in the Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Literature; Class Activities; *Cultural Context; Females; High Schools; Oral History; Personal Narratives; *Poetry; *Poets; Student Projects; *Writing Assignments
IDENTIFIERS- Black Militancy; *Black Poetry; Black Writers; *Giovanni (Nikki)

This paper intersperses events and experiences from the poet Nikki Giovanni's life--she emerged from the Black Rights Movement in the late 1960s--with student assignments in prereading, reading, discussion, and writing about Giovanni's poetry, specifically the poem "Nikki-Rosa." In addition, the paper describes an oral history project and a formal writing assignment which use the poem as a starting point. The paper also discusses Giovanni's essay "On Being Asked What It's Like to Be Black," and another of her poems, "Knoxville, Tennessee," which was about her beloved home town. An assignment suggested in the paper asks students to write a poem of their own about something, someplace, or someone they like best; several student poems illustrate the assignment. The final Nikki Giovanni poem discussed in the paper is "Revolutionary Dreams," a poem in which the poet explores the development of her thinking in ways that help students see how changing your mind need not invalidate the authenticity of what has been said and written earlier. (NKA)

ED 429 291 CS 216 623

Vande Kopple, William J.
Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Discourse Analysis; *Discourse Modes; *Grammar; Higher Education
IDENTIFIERS- *Academic Discourse; *Basic Writers; Science Writing; Speaking Writing Relationship; Writing Style

This paper describes some aspects of essays produced by students who as writers in the United States would commonly be called "basic writers." The paper focuses primarily on the grammatical subjects in these essays and offers a view of how closely grammatical structure typical in speech correspond to those typical in writing. It reports on the results of an in-class essay writing assignment given to basic writers in which the grammatical subject of the main clause was examined--in general, the subjects were short, and the writers did not use many complex syntactic structures in their subjects. The paper speculates about the challenges that such basic writers will probably face as they try to write academic discourse, especially discourse like that produced by writers in the sciences who work with a great deal of information that has been generated and stored up over time. Contains a table of data and 34 references. (NKA)

ED 429 292 CS 216 635

Mitchell, Linda C.
Anne Fisher and 18th-Century Literacy Training.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the

History; Primary Education; *Writing across the Curriculum; Writing Assignments
IDENTIFIERS- Writing to Learn

This 27-minute videotape joins a third-grade class as they discover local history by looking into the community for ideas, by exploring their families and neighborhoods for oral history, and by writing as a way of recording what they learn. It shows how teachers think about how to use language skills for learning and how to make use of local resources to engage students in subject matter. It comes with a 32-page manual to guide group discussion and individual study. (RS)

ED 429 314 CS 216 682

Schwartz, Mary Arnold
Literacy Development: A Story of Community Support.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); higher Education; *Literacy; *Literacy Education; Literature Appreciation; Recreational Reading; *Social Support Groups

Since her involvement (as a 16-year-old) helping women get to their English-as-a-Second-Language classes, a graduate student and writing consultant has puzzled over the question of how to facilitate literacy. People need literacy for economic betterment. Literacy becomes a way out of psychological distress and a way of making sense of the world. She found that English Literature and Anthropology are invaluable tools for making sense of the world, both internal and external to the self. Literacy is something both gained and used in order to know the world. Teaching English Literature provides a support system to others so that they might know the world and themselves better. (SC)

ED 429 315 CS 216 684

Sidey, Mark
Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Freshman Composition; *Functional Literacy; Higher Education; *Instructional Effectiveness; Metacognition; *Workplace Literacy; *Writing Attitudes; Writing Research

A study examined the relevancy of freshman composition to writing in the workplace. Four professionals in middle management who had been out of college for a number of years were surveyed by e-mail about their writing in the workplace, college education, freshman writing classes, and importance of seven skills employers want employees to have. Results indicated that: (1) all the participants felt that effective workplace writing must be concise, clear, and effectively written; (2) all the participants had negative attitudes toward writing in the workplace; (3) the participants varied in their awareness of the steps used for their writing process; and (4) all participants hold negative attitudes toward their freshman writing classes. Findings suggest that the participants could are well designed they can result in improved student achievement and more highly motivated teachers. (Contains 19 references.) (RJM)

ED 429 337 EA 029 734

Vadeboncoeur, Jennifer A., Ed.; Cumbo, Kathryn Blash, Ed.
Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Program Evaluation; School Community Programs; School Community Relationship; *Service Learning; *Vocational Education
IDENTIFIERS- *Colorado

This report provides a qualitative evaluation of Colorado's 56 Learn and Serve programs. It contains descriptions of 39 K-12 school-based programs and 17 community-based programs funded during the 1997-98 grant cycle. The profiles were written by the program directors, and each profile provides an overview of the program and includes general information about the community and the community members participating in the program. Details are also offered on the service-learning projects and the young people participating; the goals, assessments, and accomplishments of the projects and participants; and the challenges of implementing service-learning programs. A final component of each report offers some reflections about the program and discusses issues that require further attention. The profiles show how the programs have developed over time and indicate whether a program is new or has been funded for years. The report is divided into five sections and includes information on 4 elementary-school programs, 14 middle- and junior-high school programs, 8 high-school programs, 3 K-12 schoolwide programs, and 15 community-based programs. The descriptions include contact information, amount of funding, number of participants, number of volunteers, participant hours, and volunteer hours. An appendix presents the program-narrative guidelines. (RJM)

ED 429 338 EA 029 735

Fields, Valerie S.; Holland, Glenda
Outcomes of Students Enrolled in Developmental Education Courses.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; College Students; *Developmental Studies Programs; Higher Education; Instructional Effectiveness; *Outcomes of Education; *Remedial Instruction; Sex Differences; *Student Development
IDENTIFIERS- Developmental Students; Louisiana

This report describes the educational outcomes of students enrolled in developmental/remedial courses at one postsecondary institution. Three questions are addressed: What are the

the study-circle model encourages deliberative dialogue about education. Section 3 describes the statewide implementation of the "Calling the Roll" program in Arkansas and Oklahoma. Section 4 presents a description of the study, outlining the key questions and the research approach, along with site and sample selection criteria and data-collection processes. Section 5 provides a brief overview of the collaborative-research effort among the various organizations involved in the program. The study will provide educators and legislators needed information on the implementation of the program, as well as its short-, mid-, and long-term effects. A bibliography, a glossary, and a list of acronyms appear at the end. (RJM)

ED 429 358 EA 029 769

Becker, David
Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Policy; *State Legislation; *Tax Allocation; *Taxes
IDENTIFIERS- Constitutional Amendments; *South Dakota

This issue memorandum describes Constitutional Amendment A, an initiative in South Dakota that, if approved, would prohibit taxation of real property for school purposes. The report provides background information on Constitutional Amendment A, which reads as follows: "The legislature shall make such provision by general taxation as with the income from the permanent school fund shall secure a thorough and efficient system of common schools throughout the state. Real property shall not be subject to taxation for school purposes." Supporters began collecting signatures in 1995 and turned in the signed petitions in 1996, in time for the 1998 election. The property tax is the main source of revenue for local units of government in South Dakota and the issue of replacement revenue will become an important issue if the amendment is passed. The sales and use tax is the only current state-revenue source that raises an amount of money equivalent to the amount of property taxed currently levied by schools. Proponents of the amendment believe property taxes are too high and there is too much government waste. Opponents contend that education will be hurt by the amendment because there is no replacement revenue proposed. How the amendment will affect existing bonds is discussed. (RJM)

ED 429 359 EA 029 770

Turan, Selahattin
Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

It also found that neuromotor diagnostic classification was a significant predictor of longitudinal growth trajectory during the first year. Overall, the infants in the study developed at a significantly slower rate than comparison premature infants (N=14) with no medical complications. However, the growth rate of infants with hypotonia did not differ significantly from the premature control infants. (DB)

ED 429 378 EC 307 111

DeYoung, Sandra L.; Monahan, Patrick W.; McCall, Chester H.
Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Conference of the Society of Educators and Scholars (21st, Culver City, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; Clinical Diagnosis; Elementary Education; *Handedness; *Learning Disabilities; *Reading Difficulties; *Remedial Reading; Student Evaluation

This paper describes a series of preliminary and a double blind study on crossed visual laterality and reading difficulties in children. Preliminary studies investigated handedness, eye preference, and ear preference in a total of 196 third and fifth grade students. About 42 percent of the tested students were identified with the Monahan/DeYoung Syndrome, i.e., they were left-eyed (at three different ranges), left-eared, and right handed (or vice versa). Tests of kinesthetic, visual, and auditory processing found that subjects performed significantly better in their sided/natural state. The double blind study examined the effect of the sinistral inverted (hook) reading technique when applied by 43 students with the Monahan/DeYoung Syndrome on standardized accuracy and comprehension reading scores when compared to controls. Results indicated that the sinistral-inverted treatment group showed a significantly greater increase in reading accuracy and in reading comprehension than either of the other three groups, namely, the sinistral non-inverted, the dextral-inverted, and the non-dextral-inverted. The paper concludes that sidedness in children must be determined by identifying the reading-range eye and aligning this eye to the hand for reading. (DB)

ED 429 379 EC 307 113

Gerent, Michele C.
Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual China-U.S. Conference on Education (2nd, Beijing, China, July 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Delivery Systems; *Disabilities; Elementary Education; Gifted; *Inclusive Schools; Individualized Instruction; *Instructional Design; Instructional Materials; Mainstreaming; Material Development; *Regular and Special Education Relationship; *Teacher

Teaching Children with Tourette Syndrome. ERIC Digest E570.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attention Deficit Disorders; Behavior Problems; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Inclusive Schools; Individualized Instruction; Learning Disabilities; *Neurological Impairments; Special Health Problems; *Student Characteristics; Student Needs
IDENTIFIERS- ERIC Digests; *Tourette Syndrome

This digest provides basic information on Tourette Syndrome (TS) as well as guidelines for appropriate classroom accommodations. It reports that about 100,000 Americans have diagnosed TS with symptoms including multiple motor and vocal tics; frequent (daily) occurrence of bouts of tics; periodic changes in the number, frequency, and severity of the tics; and onset before age 18. The paper notes commonly associated behaviors including obsessions, compulsions and ritualistic behaviors, attention deficit disorder, learning disabilities, and difficulties with impulse control. Tips for establishing the proper learning environment include giving permission to leave the classroom when tics become overwhelming and working with other students to minimize ridicule and teasing. Specific accommodations are also suggested for writing problems (such as cutting down on required copying), language problems (such as giving directions only one or two steps at a time), and attention problems (such as seating the child in front of the teacher to minimize the visual distraction of classmates. (DB)

ED 429 398 EC 307 137

Tirri, Kirsi; Pehkonen, Leila
The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
PUB DATE- 98
NOTE- 11p.; Paper presented at the ECHA Conference (Oxford, United Kingdom, September 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Adolescents; Case Studies; Foreign Countries; *Gifted; *Logical Thinking; *Moral Development; *Moral Values; *Sciences; Secondary Education
IDENTIFIERS- Finland

This study investigated the moral reasoning of 17 Finnish adolescents (ages 14,15) gifted in science. Students completed tests of their scientific and moral reasoning and wrote essays on moral dilemmas in science and everyday life. On the test of moral reasoning, the students' average score was that of the average 18-year-old. On the test of logical reasoning, students scored within the highest 10 percent of their age group. Students wrote essays on scientific moral issues of their choice. The theme most often written about dealt with archaeological research in graves. Students most often used a utilitarian argument in their scientific reasoning. Essays on moral dilemmas in daily life identified teachers' unjust behavior as the most commonly chosen theme. Students most often used a deontological argument (emphasizing the ethics of

PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Admission (School); *Charter Schools; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Financial Support; National Surveys; Policy Formation; School Districts; *Special Education; *State Regulation; Student Rights; Supervision

This report reviews state policy documents, other than state laws, that pertain to students with disabilities in charter schools. It includes background information on charter schools in general and relevant federal legislation, a report of a survey on state policy documents, and a discussion of four areas of critical issues related to this topic. The survey was conducted in the spring of 1998. It revealed that about half of the states reported having no written policy document relating to students with disabilities in charter schools. In addition, it is apparent that little, if any, thought was given to conflicts between charter school statues and existing special education requirements prior to the passage of any state's legislation allowing for the establishment of charter schools within the public education system. The major areas of policy identified and discussed are: (1) the meaning and implications of a charter school's status as a local education agency; (2) the monitoring of charter schools for compliance with special education requirements; (3) funding for students with disabilities in charter schools; and (4) the interface between special education requirements and charter school admission policies. This document also contains two appendices--a summary of existing state charter school regulations and a list of the state policy materials used in the study--and 13 references. (Author/CR)

ED 429 417 EC 307 165

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; *Clinical Diagnosis; *Disability Identification; Drug Therapy; Educational Strategies; Elementary Secondary Education; *Family Environment; *Intervention; Outcomes of Treatment; Symptoms (Individual Disorders)

This 28-minute videotape discusses the diagnosis and treatment of children with attention deficit disorder (ADD). Psychiatrists John Ratey and Ned Hallowell provide background and perspective on the problem of ADD in children. The video shows how ADD is diagnosed, and describes a number of treatments. It follows children with ADD, both on and off medication, at home and at school, and discusses ways to restructure these environments to better support children with ADD. An alternative school program for young people with ADD is also profiled. (CR)

ED 429 418 EC 307 166

Carithers, Eve R.
Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.

ED 429 438 FL 025 708

Breton, Albert, Ed.
Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
PUB DATE- 98
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Education; *Bilingualism; *Economic Factors; Economics; Foreign Countries; Global Approach; Human Capital; International Trade; *Labor Economics; Language Minorities; *Language Role; *Languages; *Official Languages; Regional Characteristics; Second Language Instruction
IDENTIFIERS- Acadians; *Canada; New Brunswick

Six essays on the links between official languages and the economy in Canada include: "An Economic Analysis of Language" (Albert Breton); "The Economics of Language in a Virtually Integrated Global Economy" (Richard G. Harris); "Speak and Ye Shall Receive: Language Knowledge as Human Capital" (Krishna Pendakur, Ravi Pendakur); "Bilingualism and Earnings: A Study Based on 1971, 1981, and 1991 Census Data" (Louis N. Christofides, Robert Swidinsky); "Bilingualism in Employee Recruitment and the Role of Symbolic Analysts in Leading Export-Oriented Firms" (Harold Chorney); and "The Contributions of a Minority to its Region: The Case of the Acadians in New Brunswick's South East" (Maurice Beaudin). (MSE)

ED 429 439 FL 025 746

Goodman, Ellen, Comp.; Hevia, Mary, Comp.
Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
PUB DATE- 96
NOTE- 130p.; Produced by 14 students as a class project in ELED 225, "Teaching English as a Second Language" in the Fall of 1996, under the direction of Nancy Cloud, instructor.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Art Activities; Audiotape Recordings; Classroom Techniques; Communication Skills; Computer Assisted Instruction; Dialog Journals; *Educational Technology; Elementary Education; *English (Second Language); Instructional Materials; Journal Writing; Literacy Education; Multimedia Instruction; Newspapers; Personal Narratives; Portfolios (Background Materials); *Reading Instruction; Second Language Instruction; Self Esteem; Special Education; Speech Skills; Spelling Instruction; Story Telling; *Student Evaluation; Student Journals; Student Needs; Teaching Methods; Whole Language Approach; Writing Evaluation; *Writing Instruction

This collection of papers on English-as-a-Second-Language (ESL) reading and writing instruction includes: "The Use of the Newspaper in Teaching ESL Students" (Andrea Bittman); "Using a Combination of Life Experience Stories and Other Types of Stories To Teach the Writing Process and Build Self Confidence within the ESL Student" (Kathy Brightman); "Dialog and Buddy Journals Help Teach ESL Students To Read and Write Successfully" (Abby Brown); "How the Arts Can Help Teach ESL Students How To Read and Write" (Daniela Coloma); "Teaching Reading/Writing to ESL Children Through Whole Language" (Deborah Frankson); "Teaching Spelling to Speakers of Other Languages" (Joseph Perez); "Reading and Writing and How They

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Evaluation; Educational Policy; *English (Second Language); Evaluation Methods; Foreign Countries; Higher Education; *Inservice Teacher Education; *Language Teachers; Program Effectiveness; Program Evaluation; Public Policy; Public Schools; Questionnaires; *Research Methodology; Surveys
IDENTIFIERS- Costa Rica

Reports on the evaluation process and results of an in-service training program for English-as-a-Foreign-Language (EFL) teachers in Costa Rica. The program was developed in response to new public policy concerning EFL instruction. The project itself is described, but focus here is on the evaluation process, which was designed to examine participants' expectations, perceptions, and reflections on the program's success, and provide information useful in improving the program and informing stakeholders of its effectiveness. Subjects were nine participating instructors and 118 participating EFL teacher trainees from five regions of Costa Rica. Students were tested using an English language measure and writing samples and both instructors and students completed a course evaluation questionnaire. Course grades were also used is the assessment. General results indicate a high level of participant and instructor satisfaction. The method used to triangulate results is also recommended as a means for developing participant and regional profiles. The course evaluation questionnaire and study data summaries are appended. Contains 11 references. (MSE)

ED 429 460 FL 025 812

Huang, Shenghui Cindy
Internet Assisting EFL Writing Learning: From Learners' Perspective.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assignments; *College Instruction; College Students; *Computer Assisted Instruction; Educational Technology; *English (Second Language); Foreign Countries; Higher Education; *Internet; Majors (Students); Questionnaires; Second Language Instruction; Second Language Learning; Student Attitudes; *Writing Instruction
IDENTIFIERS- *Access to Computers; Taiwan

A study investigated the use of the Internet in writing instruction in English as a foreign language (EFL). Subjects were 24 students majoring in English at a Taiwan college. At the beginning of the writing course, several Internet program were introduced to all the students, and students were reminded of the potential for use of the Internet throughout the course, although only one Internet-related assignment was required. Participating students answered an open-ended questionnaire at semester's end. Results indicate positive student attitudes toward use of the Internet for writing instruction, with access to computers and the nature of assignments seen as significant factors in Internet use. It is recommended that the school make Internet-access facilities more accessible and reliable, and that teachers modify assignments to take advantage of student enthusiasm and communication and research needs. The questionnaire is appended. (MSE)

This study examined differences in final course grades for campus-based and distance education students in the undergraduate studies program at Nova Southeastern University (Florida). Data on 11,930 course grades for winter term 1997 were obtained from university records. It was found that students enrolled in courses offered through distance education received a significantly greater frequency of successful grades (A, B, C, or Pass) than their campus-based counterparts. In regard to six specific courses offered both on-campus and off-campus, students enrolled in two management courses received a significantly greater frequency of successful grades than their campus-based counterparts. In the other four courses, one in business and three in education, off-campus students were in parity with on-campus students in terms of relative frequency of successful grades received. An appendix provides four sets of data tables. (MDM)

ED 429 482 HE 031 857

MacFarland, Thomas W.
A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Business Education; College Faculty; College Instruction; College Students; *Distance Education; *Full Time Faculty; *Grades (Scholastic); Graduate Study; Higher Education; Legal Education (Professions); *Part Time Faculty; Psychology; Teacher Education; Undergraduate Study; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study examined differences in final course grades awarded by full-time and part-time faculty by academic center at Nova Southeastern University (Florida). Course data were obtained on 387 full-time and 812 part-time faculty and 63 administrators who taught one or more standard courses during winter term 1997. It was found that 87 percent of all grades were successful (A, B, C, or Pass) and that the modal grade (33 percent of total) at the university was an A. It was also found that part-time faculty awarded a significantly greater frequency of successful grades than their full-time counterparts. These differences were observed in the undergraduate studies program, the Center for the Advancement of Education, the School of Business and Entrepreneurship, and the Law Center. Part-time faculty were in parity with their full-time counterparts in regard to the frequency of successful grades awarded in the Center for Psychological Studies and the School of Computer and Information Sciences. An appendix provides three sets of data tables. (MDM)

ED 429 483 HE 031 858

MacFarland, Thomas W.
A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *College Freshmen; Demography;

million to schools participating in the William D. Ford Federal Direct Loan Program (FDLP) during the Department's conversion to a new computerized payment system. The investigation found that because the transition to the new system took substantially longer than anticipated, schools were authorized to draw down within existing guidelines as many funds as they expected to disburse during the transition period. The $400 million was the approximate amount that FDLP schools drew down to meet their needs during this transition period. However, overpayments of $6 to $10 million were made when a payment list was erroneously processed twice. The Department is currently in the process of recovering these overpayments. (DB)

ED 429 503 HE 031 995

Howard-Vital, Michelle R.
Constructing a Virtual University Paradigm: The University of North Carolina at Wilmington.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *Computer Assisted Instruction; *Educational Technology; Higher Education; Individualized Instruction; Models; Organizational Development; Politics of Education; Program Development; State Universities; Teaching Models; World Wide Web
IDENTIFIERS- *University of North Carolina Wilmington; *Virtual Universities

This article recounts the development of a paradigm for a virtual university that is, one in which delivery is inextricably linked to the political, technological, social, and economic context of the institution at the University of North Carolina (Wilmington). It explains how, in just five years, a conservative, traditional, regional institution made the transition from a few professors experimenting with computer-enhanced instruction to development of a framework for virtual instruction and experimentation on an international scale. The essential factors identified include: a well articulated vision, strategic committees or key innovators, availability of technological advancements, promotion and publicity, institutionalization of enabling policies, and dissemination of information regarding the results of new approaches. A major step was the design of a technology college, characterized by use of computer- assisted instruction, the World Wide Web, two-way interactive video conferencing, and individualized instruction using various technologies. The implementation of this technology college led to the Chancellor's Steering Committee on Information Technology which recommended that a high-level administrator be identified and made responsible for coordinating technological services, initiating technological innovations, and seeking partnerships and alliances. Specific events and the interactions of individuals over different approaches during this process are recounted. (DB)

ED 429 504 HE 031 996

Howard-Vital, Michelle R.; Rosenkoetter, Marlene
International Distance Education: The Digital Communities Project.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English

however, the number of faculty 55 and over increased by 18 percent and the number under age 40 declined by 41.4 percent, which changed the age distribution. Based on historical retirement rates, it is projected that 2,384 faculty members (close to 40 percent) systemwide will retire over the next decade. Text, figures, and graphs present the detailed analysis. Appendices include technical notes, additional tables, and notes on the projection methodology used. (DB)

ED 429 523 HE 032 017

Laden, Berta Vigil
Celebratory Socialization: Welcoming Latino Students to College.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Advising; *College Students; Community Colleges; Cultural Influences; *Hispanic Americans; Mentors; Minority Groups; *School Holding Power; Self Esteem; Socialization; Student Personnel Services; Two Year Colleges; Writing Instruction
IDENTIFIERS- Hispanic American Students; *Latinos; Puente Project CA

This paper describes the Puente Project, a program developed to provide support services to Latino students attending California community colleges. A discussion of the organizational response to students of color and of organizational socialization practices is followed by a description of the development of the Puente Project. The project's success is described with examples. An analysis of the program based on semi-structured interviews with administrators, faculty, and Puente Project staff at two community colleges, telephone interviews with Puente Project staff at the state level, and a review of the research literature and archival data follows. The Puente Project cultural model is intended to produce successful academic outcomes, increased self-esteem, and greater self-confidence for Latino students through three program components: the writing component (a two-course sequence of accelerated writing instruction), the counseling component (which provides daily contact between the counselor and students), and the mentoring component (which fosters ongoing contacts between students and volunteers from the Latino professional and academic community). Evaluation results are highly positive program participants persisted at community colleges at a 97 percent rate and at least 48 percent of program participants transferred to four-year institutions. Examples of the program's replication and expansion into four-year institutions and high schools are offered. (Contains 31 references.) (DB)

ED 429 524 HE 032 019

Phipps, Ronald; Merisotis, Jamie
What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
SPONS. AGENCY- American Federation of Teachers, Washington, DC.; National Education Association, Washington, DC.
PUB DATE- 99

education settings. Together, these topics define a vision for natural, in-depth, virtual partnerships in research and education. A figure presents the CORE World Wide Web interface. (Author/AEF)

ED 429 542 IR 019 450

Radhakrishnan, Senthil; Bailey, James E.
Web-based Educational Media: Issues and Empirical Test of Learning.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Mediated Communication; Computer System Design; Conventional Instruction; Cost Effectiveness; *Courseware; Distance Education; Educational Technology; Engineering Education; Higher Education; Instructional Design; *Instructional Effectiveness; Problems; Student Attitudes; *World Wide Web
IDENTIFIERS- Conceptual Frameworks; Prototypes

This paper addresses issues and cost benefits of World Wide Web-based education systems. It presents the results of an effort to identify problems that arise when considering this media and suggests conceptual solutions to some of these problems. To evaluate these solutions, a prototype system was built and tested in an engineering classroom; the system was used to test the knowledge transfer and attitude of students as compared to the traditional classroom system. The primary conclusion was that the Web-based system resulted in significantly better learning as measured by an average of 10 more points on a 75-point quiz. Students working with the Web-based system spent more time studying the subject, which did affect their performance; however, a regression analysis showed that students using the traditional method improved their grade more per hours of study than did students using the Web method. Three figures illustrate the course assignment/team-communication page, course homepage, and course presentation page. (AEF)

ED 429 543 IR 019 451

Rehak, Daniel R.
A Database Architecture for Web-Based Distance Education.
PUB DATE- 97
NOTE- 9p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer Science Education; *Computer System Design; *Computer Uses in Education; Courseware; Databases; *Distance Education; Higher Education; Individualized Instruction; Learner Controlled Instruction; Models; *Online Systems; Student Evaluation; Training; *World

terms. (DLS)

ED 429 561 IR 019 470

Znamenskaia, Elena; Guan, Yi; Young, Michael F.
Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Houston, TX, February 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Computer Uses in Education; Educational Technology; Higher Education; Inservice Teacher Education; *Multimedia Instruction; *Multimedia Materials; Portfolio Assessment; Problem Solving; Science Teachers; Secondary Education; Secondary School Science; Teacher Attitudes; Teacher Surveys; *Workshops
IDENTIFIERS- Confidence; Microsoft PowerPoint; QuickTime; *Situated Learning; Technology Implementation

This paper is based on observations of ten middle and high school science teachers in a multimedia workshop during the fall semester of 1997 in a large Northeastern public university. The workshop objective was implementation of multimedia technology in teachers' classrooms. The following methods were employed in this project: multimedia portfolio assessment, field notes, interviews, and questionnaires. Results were viewed from the situated learning perspective. Analysis revealed the following: teachers experienced positive conceptual change in their perception of PowerPoint, from it being a tool for teachers to it being a tool for students; goals of participants changed from more general to more specific; participants' confidence in video and computer skills improved; a collaborative environment developed among participants; participants showed emotional attachment to their workstations; teachers' reported understanding of the educational value of QuickTime movies improved; teachers' understanding of the educational value of PowerPoint presentations did not change; and teachers developed dependency on workshop staff. Nine tables illustrate the confidence decision tree from the information processing point of view, and results of selected questionnaire and interview responses. (Contains 25 references.) (Author/DLS)

ED 429 562 IR 019 471

CNN Newsroom Classroom Guides. February 1999.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; Headlines; Learning Activities; News Media; News Reporting; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; *News Stories; News Topics

These classroom guides, designed to accompany the daily CNN

American culture and the positive and negative effects of globalization. (AEF)

ED 429 580 IR 019 541

Windschitl, Mark
Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; Educational Development; Educational Objectives; *Educational Research; Educational Technology; *Elementary Secondary Education; Research Needs; *World Wide Web
IDENTIFIERS- Technology Integration

This paper proposes three criteria for developing research questions that have the potential to illuminate the understanding of Web-supported learning in K-12 classrooms: (1) questions should be situated in progressive instructional contexts; (2) questions should focus on what is happening in the Web-supported learning environment in addition to measuring outcomes; and (3) questions should emphasize unique capacities of the Web as a tool or medium. These criteria are offered as a starting point for dialogue among researchers about questions sensitive to progressive education goals. A description of the variety of ways that the Web is being used to influence learning in K-12 classrooms includes introducing an example from a case study that typifies how most teachers currently use the Web within the context of their existing curriculum. Also reviewed are some of the major collaborative efforts between researchers and teachers to integrate cognitive tools and structured learning opportunities into Web-supported classrooms. (Contains 24 references.) (AEF)

ED 429 581 IR 019 542

Thurlow, John P.
Teachers as Technologists: Professional Development for Technology Integration.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the International Reading Association (44th, San Diego, CA, May 2-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Elementary Secondary Education; *Faculty Development; Instructional Design; *Mentors; Models; Teaching Methods; *Training
IDENTIFIERS- *Technology Integration

This paper presents a model for professional development that is site-based and utilizes a Teacher-Mentor approach for technology training. To guide the development of such models for schools, the paper discusses the following principles: (1) the Teachers Computer Ability Profile (TCAP), a straightforward domestic sciences; English; foreign languages; health and physical education; mathematics; music; psychology and sociology; science; social studies; technology; and vocational education. Includes a glossary and an index. (Contains 172 references.) (DLS)

ED 429 601 IR 057 317

Bertot, John Carlo; McClure, Charles R.
Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Government Role; Information Technology; *Internet; Library Equipment; Library Policy; *Library Role; Library Services; *Library Standards; Library Surveys; National Surveys; *Public Libraries; Tables (Data); User Needs (Information)
IDENTIFIERS- *Access to Computers; *Access to Technology

This publication reports on research conducted to follow up on a 1997 survey of public libraries and the Internet, co-sponsored by the National Commission on Libraries and Information Science and the American Library Association. The 1998 survey is based on a sample of 2,500 of the nation's 15,718 public library outlets. The survey found that 73.3% of public library outlets now offer public access to the Internet. However, only 68.6% offer graphical public Internet access to the World Wide Web (WWW) and only 45.3% offer graphical public access to the WWW at speeds of 56 kbps or greater. The first section contains background information: the Telecommunications Act of 1996; public policy debate; information technology, Internet and the digital economy; and public libraries as a public point of Internet presence. The second section presents the results of the 1998 survey: availability of public Internet access; public Internet access for areas with varying levels of poverty; public Internet access for urban, suburban, and rural areas; graphical public Internet access; bandwidth as a component of public Internet access; defining effective public Internet access; key measures connectivity and public Internet access, 1996-1998; number of graphical workstations as a component of effective access; use of filtering software and availability of an acceptable use policy for public Internet access. The third section discusses findings, policy issues, and commission responses: supporting ongoing surveys on public libraries and the Internet; initiating a dialog on effective public Internet access; and identifying policy questions and promoting additional research. The last section is a bibliography of 8 statistical studies funded by the commission. Five appendices contain: summary results; the survey instrument; the survey methodology; the survey results; and the contractor's analysis of the survey results. Includes 56 tables of figures.(DLS)

ED 429 602 IR 057 318

Feinberg, Sandra; Jordan, Barbara; Deerr, Kathleen; Langa, Michelle
Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
PUB DATE- 99

Libraries (ARL) is designed around the notion of examining rapid changes taking place in individual institutions and becoming agile enough to adapt, to manage change, and to learn how to effectively lead libraries through these turbulent periods. The program is divided into three main Sessions: (1) Thriving Amid Uncertainty; (2) Perspectives on Leadership in Changing Times; and (3) Scholarly Communication and Technology. In addition to the panel discussions, the following papers are presented: "Universities as Agents of Change" (David W. Strangway); "Thriving Amid Uncertainty" (Jim Harris); "The Facts and Issues in the Michigan Document Services Case" (Susan Kornfield); "Amending Canada's Copyright Law While Renegotiating the Cancopy License" (Graham Hill); "Leading Teams To Lead Themselves" (Charles Manz); "Profiting from Those We Underestimate: Dissent and Innovation" (Charlan Nemeth); "The Critical Features of Innovation" (Andre Delbecq); "Learning How To Learn" (Jim Harris); "Columbia University's Online Books Evaluation Project" (Carol Mandel); "Project Muse" (James G. Neal); and "The Scan Project" (Susan F. Rosenblatt). Appendices include reports on the ARL business meeting, electronic scholarly publishing, global resources program, ARL activities from October 1995-April 1996, financial statements for 1995, and an ARL attendance list. (AEF)

ED 429 621 IR 057 347

Gregorian, Vartan
Libraries and Andrew Carnegie's Challenge.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Donors; *Financial Support; Grants; *Library Development; *Library Funding; Private Financial Support; Public Libraries
IDENTIFIERS- Carnegie (Andrew); *Carnegie Corporation; Library History; *New York Public Library

This essay by the president of the Carnegie Corporation of New York (reprinted from the 1998 annual report) opens by noting that the year 1999 marks the 100th anniversary of Andrew Carnegie's support for the planning and development of 65 branch libraries of the New York Public Library System, a gift that came to more than $5.2 million. Discussion then moves to the role and significance of libraries and the importance of books and reading. A brief history, beginning with the first "libraries" in Mesopotamia, is then outlined. The significance of Carnegie's gifts for the development of American libraries is noted, and highlights are given of Carnegie Corporation's grants for public and academic library development and services and for training of librarians. The essay concludes with a profile of the library today and the potential benefits of new technologies, and notes that Carnegie Corporation funds, to be negotiated, will be used for the promotion of literacy, the preservation of texts, and the improvement of children's library services. (AEF)

ED 429 622 IR 057 352

Smykla, Evelyn Ortiz, Comp.
Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
PUB DATE- 99
NOTE- 124p.

NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Community Colleges; Community Colleges; *Educational Objectives; *Educational Planning; Educational Resources; Futures (of Society); *Institutional Mission; *Mission Statements; *Program Improvement; School Community Relationship; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

This master plan for the College of the Canyons, a member of the Santa Clarita Community College District, covers the years 1996 through 2001. The master plan aims to describe and justify the goals of each educational program and division, and identify their needs in order to ultimately make a convincing case for the human and material resources required to meet the needs of the programs. Section 1 defines the purpose of the overall plan. Section 2 offers a profile of the campus and the district, including demographics, a history of the district, and projections for the future. Section 3 defines the mission, goals, and vision of the college. Section 4 is an environmental scan which addresses the impact the external environment has upon the institution. Section 5 is the five-year educational master plan of the Applied Arts and Technology division. Section 6 is the plan of the Fine Arts and Humanities division. Section 7 is the plan of the Science and Mathematics division. Section 8 is the plan of the Social and Behavioral Sciences division. Section 9 is the plan of the Student Services division's instructional programs. Finally, section 10 is the plan of the Instructional Resources division. (NB)

ED 429 641 JC 990 217

Scenario Planning at College of Marin.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Community Colleges; Educational Change; Instructional Development; *Long Range Planning; *Organizational Objectives; Predictive Measurement; Two Year Colleges; Workshops
IDENTIFIERS- College of Marin CA

This article reviews the scenario planning process implemented at the College of Marin (California). Scenario planning is a creative process in which a group of people who share a common fate develop stories about different ways their future might unfold, and use these stories to make decisions about what path to take. The Global Business Network (GBN), a unique membership organization that helps companies, governments, and non-profit organizations explore and anticipate the future, was a partner with the College in this effort. Outlined in this article are two workshops on scenario planning administered by the College of Marin. Assumptions about the future that guided the creation of stories included: (1) the population of Marin county will become significantly older; (2) the demand for higher education services in California will increase; (3) the skill level of most jobs will continue to rise; (4) access to the Internet will become widespread; and (5) corporate interests will continue to influence California politics. Workshop I primarily discussed the Asian finance crisis, with scenarios focusing on the impact of international financial instability on employers competing in a global economy. Three key concepts characterize the STW initiative: school-based learning, work-based learning, and connections between school and work. School-based learning includes the following: collaboration of teachers with employers, community speakers in the classroom, career awareness programs, applied academic curriculum, block scheduling, and a continuum from school to work or higher education. Components of work-based learning are as follows: job shadowing, workplace tours, work experience, teacher internship, on-the-job training, and workplace mentoring. Connecting activities include the following: school and business liaisons working together, identification and training of worksite mentors, community service by students, job shadowing for teachers, and articulation agreements between secondary and postsecondary education. STW offers many benefits for students and businesses. Many schools and businesses have formed long-lasting and beneficial partnerships that can be used as models for other schools seeking to begin STW. (Contains 18 references.) (KC)

ED 429 175 CE 078 403

Smith, Douglas C.
Tech Prep Taiwan-Style. Fastback 449.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Comparative Education; *Educational Philosophy; Educational Practices; Foreign Countries; High Schools; Job Training; *Tech Prep; *Technical Education; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Taiwan

Junior colleges, which began to expand in size and importance in the 1960s, have had a profound impact on the economy and social structure of Taiwan. The junior colleges of Taiwan resemble tech prep programs in the United States. Today, 74 junior colleges in Taiwan enroll 200,000 students in grades 10-14 and almost another 200,000 in 2-year programs. Junior college is considered a prestigious entity, leading to economic success for students, although it is not as prestigious as academic high school, which leads to university education. Students qualify for all education past grade 9 based on a national examination, with the top 40 percent of students going on to academic high school. Junior college begins at the equivalent of grade 10 and continues for 5 years, combining the last 3 years of high school with 2 years of college. Parents have little involvement in the schooling, but the junior colleges have filled that role by providing counseling and health services. Both private and public junior colleges exist; although the private colleges are about three times more expensive than the public colleges, little difference in instruction seems evident. The Taiwan Ministry of Education provides strong guidance to the junior college system. The system has been effective in serving the need of students and raising the levels of education, income, and status for many in Taiwan. (Contains 29 references.) (KC)

ED 429 176 CE 078 404

Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Bakery Industry; Basic Skills; Curriculum; *Education Work Relationship; Educational Practices; *Guidelines; *Health Personnel; Literacy Education; Program Development; Program Implementation; *School Business Relationship; Skill Development; Teaching Methods; *Workplace Literacy
IDENTIFIERS- Hawaii

This handbook contains guidelines for setting up a workplace literacy project through a partnership between business and an educational partner. It is based on the experiences of a workplace literacy partnership of Bakery Europa, Straub Clinic and Hospital, and the University of Hawaii. Information is provided on the following six topics: (1) building successful partnerships (duties and responsibilities of educational and business partners, composition and duties of advisory committee); (2) identifying workplace literacy needs (general and business-specific needs); (3) facilities; (4) instruction (goals, content, format, methodology, scheduling, and assessment); (5) recruitment (methods and incentives); and (6) evaluation (recordkeeping and effects on workplace productivity). (KC)

ED 429 193 CE 078 438

Zane, Lawrence F. H.
Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 99
NOTE- 69p.; For a program handbook, see CE 078 437.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Bakery Industry; Basic Skills; *Education Work Relationship; *Health Personnel; *Literacy Education; Program Implementation; Skill Development; *Workplace Literacy
IDENTIFIERS- *Hawaii

Bakery Europa and the Straub Clinic in Hawaii participated in Project BELIEVE, a 3-year (1995-98) workplace literacy project conducted in partnership with the University of Hawaii's College of Education. Instruction focused on the literacy, communication, interpersonal, and problem-solving skills needed to succeed in the baking and health care industries, determined through needs assessments of both companies. These skills include the following: English for nonnative speakers, reading, business writing, mathematics, effective communication strategies, and team building. Courses were designed using workplace-specific materials for each company and conducted during the workday in a room set aside as an education center. Evaluation of the project showed that it is necessary to support of both management and employees for a workplace literacy project to succeed. Management needed to be kept apprised of the progress of the project and its relevance for improvements in productivity. Employees learned why it was important for them to improve their skills and earned small incentives for participation. Most employees improved their problems and make decisions. In terms of their skills and abilities, knowledge workers are people who are highly educated, creative, and computer literate and who have portable skills that allow them to move anywhere their intelligence, talent, and services are needed. Knowledge workers represent the fastest-growing segment of the work force. Their main value to organizations is their ability to gather and analyze information and make decisions that will benefit their companies. Knowledge workers are continually learning. The responsibility for preparing students and unskilled workers with the technical and cognitive skills required for "knowledge" work has been placed in the hands of education. Although some say that workplace education that prepares individuals with information technology skills required for jobs in the knowledge sector should become a national priority, others are pessimistic about the employment potential of individuals engaged in high-tech training. (A 17-item annotated bibliography constitutes the majority of this document.) (MN)

ED 429 211 CE 078 459

Imel, Susan
New Views of Adult Learning. Trends and Issues Alert No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Annotated Bibliographies; *Cooperative Learning; Educational Research; Educational Theories; Group Instruction; *Learning Theories; Literature Reviews; State of the Art Reviews; *Technological Advancement; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Transformative Learning

Three areas of the literature on adult learning showing recent activity are transformative learning (TL), adult learning related to technology, and collaborative/group learning. Recent publications on TL include a critical review of the literature, discussion of TL's relationship to adult development, and description of TL in practice. Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Although learning in groups has had a long history in adult education, the focus has traditionally been on group processes. Recently, the emphasis has shifted to groups as learning environments and helping learners think about group learning as opposed to individual learning. Collaborative learning partnerships and the effect of technology on group learning are other aspects of group learning that have been explored. Other aspects of adult learning that have recently been examined are the relationship between power and gender and the connection between adult learning and social change. The continuing progress in adult learning research is the sign of a vital field, and the literature provides information that can be used to improve practice. (A 21-item annotated bibliography constitutes the majority of this document.) (MN)

ED 429 212 CE 078 460

NLSY focused on four aspects of youth's lives: overall employment; employment while in school; educational experiences; and home characteristics. According to the NLSY, female youths were much less likely than male youths to hold an employee job at some time while age 14 or 15 and were more likely to engage in freelance jobs. From age 14 to age 15, youths moved toward more formal work arrangement: 24% of youths held an employee job at age 14 versus 38% at age 15. Twenty-eight percent of youths aged 14-16 worked during school and summer months, and 16% of youths who had attended ninth grade or higher in 1997, had been involved in gifted and talented programs. Youths between the ages of 12 and 15 spent an average of 17 hours per week watching television but only 11 hours doing homework or reading for pleasure combined. Working youths watched less television than their nonworking counterparts did. (MN)

ED 429 230 CE 078 496

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 527p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Articulation (Education); Career Academies; *Career Awareness; Career Counseling; Career Education; *Career Exploration; Career Guidance; Clinical Experience; Compliance (Legal); Cooperative Education; *Education Work Relationship; Entrepreneurship; Integrated Curriculum; Internship Programs; Legal Problems; Mentors; Part Time Employment; Postsecondary Education; Practicums; Program Development; Program Implementation; *School Business Relationship; Secondary Education; Service Learning; Student Employment; Supervised Occupational Experience (Agriculture); Tech Prep; Vocational Education; *Work Experience Programs

This manual contains a series of 10 detailed guides for school practitioners who are beginning to create work-based learning programs at their schools. Work-Based Learning Overview defines the different elements of work-based learning and describes the roles of program participants. Program Planning Guide offers suggestions about how to plan programs, who to involve, and what key steps to take in implementing those plans. Marketing and Work Site Development Guide contains ideas for identifying and establishing contact with potential employers, setting up learning experiences, and evaluating program activities. Career Guidance and Counseling Guide offers suggestions for helping students identify career interests and aptitudes, developing learning objectives, and assessing student learning. Career Awareness Activities Guide describes three examples and includes sample forms for setting up each activity. Career Exploration Activities Guide describes four examples and includes sample forms. School Site Career Preparation Guide describes eight activities and provides sample forms. Work Site Career Applications Guide describes nine applications and provides sample forms. Work-Based Learning Legal Issues Guide covers insurance, health and safety, transportation, and labor laws as they affect the planning of work-based learning

NATCON Papers 1997 = Les Actes du CONAT 1997 . Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (23rd, Ottawa, Ontario, Canada, January 20-22, 1997).
PUB DATE- 97
NOTE- 282p.
LANGUAGE- English; French
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010), Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Career Change; *Career Counseling; Career Development; Counselor Training; Counselors; Foreign Countries
IDENTIFIERS- Canada

Papers submitted to NATCON 1997 are: (1) "Athabasca University Certificate in Career Development: Innovative Collaboration" (J. Baty, B. Hiebert, G. Peruniak, D. Welch); (2) "A Multigenerational Approach to Career Counseling" (C. McCarty); (3) "Becoming Self-Directed: The Importance of Values Assessment" (C. E. Mossop); (4) "Building New Employment Relations" (K. Calvert, M. Jensen); (5) "Career-Counselling University Students with Learning Disabilities" (B. A. Symes); (6) "Career Planning with Adult Daughters of Alcoholics" (A. B. Nyiri); (7) "Conquering Interview Anxiety" (F. Cheek); (8) "Creativity as a Core Competency" (S. Murphy, T. Murphy); (9) "Ethics and Issues in Career Counselling" (J. B. Stewart); (10) "Helping People Who Hate Their Jobs" (G. Dutch); (11) "Informed-Choice Counselling: The Key to Success in Training" (L. Willis, J. Baty, J. Bain, L Harris); (12) "Kegan's Constructive Developmental Framework for Adult Careers Transition" (A. Marshall); (13) "Laid Off--Then What? Effective Strategies for Career Renewal" (R. Neault); (14) "The Workability Handbook" (D. Redekopp, C. Crickmore); (15) "Le mentorat de personnes retraitees pour l'exploration professionnelle au secondaire" (P. Dupont, M. Blain); (16) "Les pratiques d'employabilite: entre le prescrit et le reel" (C. Leclerc, B. Bourassa, M.-F. Maranda, Y. Comeau); (17) "Les Technologies de l'information dans le contexte du counselling d'emploi" (M. Turcotte); (18) "Lifelong Learning and Career Development: The Need for a Learner-Centered Approach" (M. Ogisu-Kamiya); (19) "L'implication des partenaires dans le retour en formation des adultes" (M. Tardif, G. Debeurme, F. Serre); (21) "Management and Organizational Trends: Friend or Foe?" (J. Asgar, D. Wigley); (20) "Men and Work" (H. Deutschendorf); (22) "Motivation et orientation: un but significatif" (M. Gingras, D. Chagnon); (23) "New Measures of Social Economic Value: Community-Based Training Report" (B. J. Richmond); (24) "Outreaching with the Employment Solution" (P. L. Giacomoni); (25) "Plan Your Work; Work Your Plan: A Practice Career-Management Strategy" (M. C. Thompson); (26) "Syndrome d'epuisement chez les chomeurs de longue duree et chez les autres" (G. Evequoz); (27) "LearnScape: Comprehensive Professional Development Software" (D. Redekopp, D. Mackenzie, D. Welch, B. Hiebert); (28) "Values Alignment: A Hands-On Session for Counsellors" (C. E. Mossop); (29) "Vers le developpement d'un modele de la reussite lors d'affectations a l'etranger" (E. Desjardins); (30) "Vers un modele explicatif des conflits travail-famille" (L. Lachance, B. Tetreau). (EMK)

ED 429 251 CG 029 167

NATCON Papers 1998 = Les Actes du CONAT 1998 . Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (24th, Ottawa, Ontario, Canada, January 26-28, 1998).

PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Oral Language; *Phonics; Primary Education; *Reading Achievement; Reading Comprehension; *Reading Habits; *Reading Improvement; *Reading Instruction; Reading Interests; Reading Research; *Reading Writing Relationship; Word Recognition
IDENTIFIERS- Phonemic Awareness

Extensive research over the past 30 years has established the classroom and home experiences that support independent reading by the end of third grade. This set of eight six-page pamphlets draws on this research in providing teachers with practical suggestions on improving children's reading achievement. It includes practices easily incorporated in any classroom, along with references to help teachers learn more. Along with a comprehensive Overview, eight topic areas that are fundamental to children's reading success are covered: (1) Oral Language and Reading; (2) Concepts of Print, Letter Naming, and Phonemic Awareness; (3) Phonics and Word Recognition Accuracy; (4) High-Frequency Words and Fluency; (5) Strategic Comprehension; (6) Writing and Reading; (7) Engagement and Interest in Reading; and (8) School-Wide Reading Programs. (RS)

ED 429 270 CS 013 518

Hiebert, Elfrieda H.
Text Matters in Learning to Read.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Childrens Literature; Content Analysis; Phoneme Grapheme Correspondence; Primary Education; *Reading Material Selection; Reading Research; *Text Structure

A study examined the opportunities provided by several types of text for beginning readers to learn about three aspects of written English: (1) consistent, common letter-sound patterns; (2) the most frequent words; and (3) the contexts of sentences and texts. Results indicate that texts based on high-frequency words give beginning readers ample opportunity to learn highly frequent words but may impede use of letter-sound knowledge because of the irregular patterns of many of these words. While phonetically regular texts compensate for this problem, occasions for developing fluency with high-frequency words may be few. Texts chosen for literary merit or predictable sentence and text patterns compensate for these problems by providing natural language, a close picture-text match, and predictable text structure, but the variety of different high-frequency and phonetically regular words in literature and little books make these texts demanding for beginning readers. Results also indicated that beginning readers require texts that allow them to become proficient with all three aspects of written English. Findings suggest that such experiences can be provided in two ways: all three of the "single-criterion" texts can be used in first-grade programs, or multiple-criteria texts modeled after some of Dr. Seuss's books can be developed. Contains 53 references and 2 tables and a figure of data. (RS)

Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Authors; Educational History; Elementary Secondary Education; *Females; *Grammar; *Literacy; *Rhetoric; Textbooks
IDENTIFIERS- Eighteenth Century; *Fisher (Anne); Great Britain

Anne Fisher, a pioneer in British education, was one of the few females in the 18th century to publish a significant grammatical work, one that was used widely in classrooms. This paper highlights Anne Fisher's historic achievement and argues from the discipline of the history of rhetoric that the two verbal disciplines of rhetoric and grammar are nowhere near as distinct as some scholars have assumed. Noting that Fisher's grammar was published twice under a male pseudonym, the paper relates that she established her own school and focused on pedagogical and linguistic issues, not feminist questions. The paper looks at how Anne Fisher's success is related to how she used literacy training to conform to audience, teach style through syntax, and instruct in letter writing. Contains 10 references. (NKA)

ED 429 293 CS 216 636

Stotz, Nancy G.
The Biology Classroom: A Natural Place for Narrative.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Class Activities; *Content Area Writing; *Creative Writing; Higher Education; *Narration; *Science Instruction; Student Motivation
IDENTIFIERS- Content Area Teaching; Learning Cycle Teaching Method; Science Writing; *Story Writing; Writing Contexts

Noting that traditional approaches to biology education do not take full advantage of the narrative nature of biology when introducing students to its subject matter, this paper argues that students in biology courses could benefit from being asked to write narratives and that this activity could fit into either a fairly traditional curriculum or a more innovative, process-oriented approach. The paper suggests encouraging students to first write a creative narrative (for example, on photosynthesis) and discusses how creative narratives could be used in either a content-driven biology classroom or a classroom dominated by the learning-cycle approach. Contains 11 references. (NKA)

ED 429 294 CS 216 637

Ratliff, Gerald Lee
Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National

not relate what they did in their freshman writing classes to writing they do in the workplace. Proposals for improving this situation include bringing in professionals to talk to students and help design assignments, examining with students the kinds of writing required in jobs that interest them, encouraging students to reflect on their writing to develop metacognitive awareness of their writing process, and analyzing the usefulness of typical assignments in meeting these goals. Contains 7 references and 2 tables of data; the questionnaire is attached. (SC)

ED 429 316 CS 216 686

Doud, Robert E.
The Writerly Teacher.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Teacher Influence; Teacher Student Relationship; *Writing Attitudes; *Writing (Composition); Writing Improvement; Writing Processes; *Writing Teachers

As a teacher it is important to write frequently and in many forms. A writing teacher finds things to write about in his teaching. The angle of intent is sometimes more important than the facts presented. The flow of writing is different than the flow of speaking. Speaking is more spontaneous where writing is more constructed. Writing can be a therapy and a recreation. A teacher who writes is always reflecting on his or her teaching. Writing helps oral communication, and oral communication provides experience for teachers to write about. Writing helps friendship; collegial relationships are much enriched if colleagues read and comment on each others writing. Writing can be a weapon, but write to build bridges and not to tear them down. In negative writing, get the facts straight and do not exaggerate. The greatest beneficiary of the writerly teacher is the student. A writer has power because a writer is feared. A downside to the writerly teacher is time consumption. (SC)

ED 429 317 CS 216 687

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Grade 11; Grade 5; Grade 8; *Student Writing Models; *Test Coaching; *Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Tests
IDENTIFIERS- *Michigan High School Test

This packet assists Michigan teachers in improving writing instruction and student performance based on a better understanding of the holistic scoring guides used for the Michigan Educational Assessment Program (MEAP) grades 5, 8, and 11 High School Proficiency Test (HPST) writing tests. The packet includes actual scored student papers (released anchor papers) using the MEAP grades 5, 8, and 11 writing assessment demographics of students enrolled in developmental/remedial courses? What percentage of students pass developmental/remedial courses on the first attempt? and How do pass/fail elements modify the educational outcome of students who were enrolled in developmental/remedial education courses? Students enrolled in developmental/remedial courses at a multipurpose institution of higher education in northern Louisiana were studied for this report. Data were obtained from the Institutional Research Department and included information on the developmental course(s) in which each student was enrolled; the semester and year of enrollment; the age, sex, and race of the students; and the number of times the students attempted the developmental course(s). The results indicate that after a 7-year period, 16 percent of the students enrolled in developmental/remedial courses graduated, 9 percent were still enrolled, and 75 percent were not enrolled at the school. For the courses themselves, 77 percent of the students who were enrolled in developmental/remedial courses completed the courses on the first attempt and more females than males were enrolled in these types of courses. Contains 10 references. (RJM)

ED 429 339 EA 029 738

Mulholland, Lori A.
Arizona Charter School Progress Evaluation.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; *Educational Assessment; Elementary Secondary Education; Program Evaluation; School Effectiveness; State Surveys
IDENTIFIERS- *Arizona

This report describes an evaluation of charter schools in Arizona. Eighty-two charter schools representing the 137 charter-school holders in the state participated in the study. The schools were selected to be representative of all state charter schools with regard to location, population density, grade level, and sponsoring agency. A total of 303 parents of charter-school students, 171 students, 123 teachers, and 54 directors completed surveys about charter schools. Fourteen focus groups were held around the state, and individual interviews were conducted with 23 persons. Student-achievement test data for charter schools, charter-school applications, other state databases, and parent complaints were also reviewed. The findings indicate that the key reasons that students transfer to charter schools are that they were not doing well academically and/or were not happy at their former school. Parents of charter-school students and the students themselves were more satisfied with their academic performance, and student-achievement data appear to indicate that charter-school students were achieving academic gains at levels similar to students attending regular public schools. Common concerns of stakeholders include accountability for student achievement, implementation of special-education requirements, and qualifications of school teachers and directors. Recommendations for addressing concerns of participant groups are offered. (RJM)

ED 429 340 EA 029 739

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Educational Environment; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Organizational Climate; Public Schools; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Morale
IDENTIFIERS- *Teacher Commitment; *Turkey

This report examines the relationship between each dimension of organizational climate (supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior) and the organizational commitment of teachers in Turkish public schools. Data were collected from 900 educators in 40 public high schools. Principals and teachers were asked to describe their schools' interaction patterns by responding to statements that described different dimensions of organizational life. Hypotheses included the assertions that there is a relationship between overall organizational climate of the school and teachers' organizational commitment, as well as a relationship between supportive leader behavior and the teachers' organizational commitment. Results indicate the existence of a significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment. A significant positive correlation was also found between supportive leader behavior and the teachers' organizational commitment, whereas a negative relationship between frustrated teacher behavior and the teachers' organizational commitment was discovered. The findings suggest that many of the schools in the study are not pleasant places for the leaders, the teachers, and the students. Principals are likely to distrust the actions and motives of the faculty, and faculty members are apathetic, self-involved, and uncaring about students. (Contains 70 references.) (RJM)

ED 429 360 EA 029 771

Allen, Stacy; Funkhouser, Janie; Kauffman, David; Kelliher, Kate; Rusnak, Katie
Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 95p.; For Volume 1, see ED 423 615.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Educational Assessment; Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; Program Descriptions; *Program Effectiveness; Validated Programs

This volume is part of a series of Idea Books for school-based practitioners who are implementing federal compensatory-education programs. It demonstrates how educators and their supporting communities are implementing a new vision of comprehensive school reform using the schoolwide program option available under the 1994 reauthorization of the Elementary and Secondary Education Act, which requires states and districts to set challenging standards for what students should know and be able to do. The document was completed by consulting with successful school-based educators to learn what it takes to create outstanding schoolwide programs. The volume opens with an overview of promising practices, focusing on vision, leadership, and decision making; student performance results; research-based reform strategies; the professional learning

Collaboration

This paper describes three classroom settings in which students with disabilities were successfully and fully included. In the first setting, a multi-age classroom has been established for first and second grade students with mild disabilities, students at-risk for academic failure, and typically developing students. A general education teacher, a reading specialist, and a special education teacher collaborate to teach the students. In the second setting, a fourth grade general education teacher and a special education teacher co-teach in an inclusive setting with 28 to 30 students who are typically developing, have mild disabilities, or are considered gifted and talented. In the third setting, a special education teacher and an instructional aide participate on two middle school teams to modify materials and provide additional pull-out support to fifth and sixth grade students with mild to moderate special needs. The importance of professional collaboration in all three settings is stressed. (DB)

ED 429 380 EC 307 114

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.

PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deafness; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Hearings; *Special Education
IDENTIFIERS- Congress 105th; *Education of the Deaf Act 1986; Reauthorization Legislation

This transcript reports on a Senate hearing concerning the reauthorization of the Education of the Deaf Act. As well as statements by committee members, the transcript presents statements by and answers to questions of the following: students at Gallaudet University (Washington, DC), students at the National Technical Institute for the Deaf (New York), Jordan I. King, president of Gallaudet University; Robert R. DaVila, vice president of National Technical Institute for the Deaf; Judith Heumann, Assistant Secretary for Special Education and Rehabilitative Services, Department of Education; Carol Cichowski, Director, Special Education, Rehabilitation and Research Analysis Division, Department of Education; Ramone Rodriguez, Liaison Office for Special Institutions, Department of Education; Sarah E. Snyder, Alexander Graham Bell Association for the Deaf; and Nancy J. Bloch, President, National Association for the Deaf. Additional material includes a chart showing placements of Gallaudet graduates and responses to questions asked by Senators James Jeffords and Tom Harkin. (DB)

ED 429 381 EC 307 115

Kame'enui, Edward J.; Simmons, Deborah C.

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, duties) in reasoning about everyday moral issues. Results suggest that gifted adolescents use different kinds of principles in solving moral dilemmas in science and everyday life. Results may explain the negative correlation found between scores on the tests of logical reasoning and moral reasoning. Contains 13 references. (DB)

ED 429 399 EC 307 138

Shaffer, Mary Jo
Technology: An Enrichment Tool for the Gifted Student.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Appropriate Technology; *Computer Software; Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; *Enrichment Activities; *Gifted; Selection; *Talent; World Wide Web
IDENTIFIERS- Web sites

This paper discusses the use of technology in gifted students' curriculum, methods that have been successfully used in classrooms, and the wealth of technological resources available to both the teacher and student. The paper describes how technology has been used to teach science, art, and enhance other subjects. Internet Web sites and various types of software for enrichment are presented. (Contains 11 references.) (CR)

ED 429 400 EC 307 139

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
SPONS. AGENCY- Annenberg/CPB Project, Washington, DC.
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Academic Standards; Curriculum; *Curriculum Design; *Disabilities; Educational Change; Educational Innovation; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Mathematics Instruction; Program Implementation; School Community Relationship; *Science Instruction; Teacher Collaboration
IDENTIFIERS- *Montana

This book with an accompanying 21-minute videocassette is designed for schools and communities who want to change mathematics and science education to address the needs of students with disabilities. After an introduction that describes educational reforms in Montana, chapters include: (1) "Opening Up to All Learners," which discusses the definition of a student with special needs, problems with pulling-out students, and including all students in the general education classroom; (2) "Teaching to All," which describes the Systemic Initiative for Montana Mathematics and Science (SIMMS) that creates innovative, comprehensive curriculum for 9-12 mathematics and provides teacher support through preparation, professional development, and training in technology; (3)

PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Literature; *Disabilities; Elementary Education; *Evaluation Criteria; *Multicultural Education; *Peer Acceptance; *Reading Material Selection
IDENTIFIERS- *Multicultural Literature

This paper describes the use of unbiased stories featuring children with disabilities as a part of presenting a multicultural perspective in elementary schools. It emphasizes that the inclusion of a multicultural perspective will help teach social acceptance rather than separation, and laments that current children's books about disabilities tell little about true experiences of people with disabilities and have had the ultimate effect of dehumanizing the people. Teachers are urged to use their creativity to provide meaningful, literature-based experiences and to promote discussion from the content of the story into other areas of the curriculum. Criteria for selecting books featuring characters with disabilities are provided and include avoiding books when characters are portrayed as clumsy, foolish, evil, or malicious, and selecting books in which people with disabilities are portrayed as individuals with similarities and differences to typical peers. (Contains 14 references.) (CR)

ED 429 419 EC 307 167

Fitzsimmons, Mary K.
Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aggression; *Antisocial Behavior; At Risk Persons; *Behavior Disorders; Behavior Modification; Behavior Problems; Classroom Techniques; Coping; Educational Environment; Elementary Secondary Education; *Emotional Disturbances; Family Role; Intervention; *Prevention; Social Support Groups; Symptoms (Individual Disorders); *Violence
IDENTIFIERS- ERIC Digests; Individuals with Disabilities Education Act

This digest discusses the need for troubled students to receive habilitative services instead of haphazard punishment, then outlines sources of frustration for aggressive students and stages of frustration (anxiety, stress, defensiveness, physical aggression, and tension reduction), and appropriate responses. Teachers are advised to prevent antisocial behavior by using available curriculum to divert antisocial children from a path leading to adjustment problems by tailoring interventions to students who show at risk status with individual counseling and one-on-one behavior management plans and providing wraparound services that extend beyond the school building to encompass family and social support services. The digest also provides strategies to cope with students with aggressive and violent tendencies, including: (1) practice for a crisis; (2) train all staff to respond to student aggression; (3) dress appropriately

Relate" (Tami Rosenstein); "The Use of Portfolio Assessment with ESL Learners To Promote Literacy" (Ellen Goodman); "How To Assess the L2 Writing Process" (Betsy Gorman); "An Examination of the Issues Regarding ESL Children with Special Educational Needs and Its Relationship to Their Ability To Acquire Communication Skills--Specially Reading, Writing and Oral Skills" (Kathleen Freehill); "Multimedia & Technology in the ESL Classroom" (Annabelle nAfanador); "How Computers Have Affected Reading/Writing Instruction in ESL" (Alexandra Gargaglione); "The Benefits of Audiotaped Books for Teaching Reading to English as a Second Language Students" (Suzanne Miller); and "Technology Assisted Second Language Reading and Writing Instruction" (Allison Rattner). (MSE)

ED 429 440 FL 025 786

Churchill, Stacy
Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
PUB DATE- 98
NOTE- 198p.
LANGUAGE- English; French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingualism; Change Strategies; English; Federal Government; Foreign Countries; French; Geography; *Language Minorities; Language of Instruction; *Language Planning; *Language Role; North American History; *Official Languages; Policy Formation; Public Opinion; *Public Policy; Second Language Instruction; Social Change; State Government
IDENTIFIERS- *Canada

This book offers an overview of the events surrounding the development of the two official language communities (English and French) of Canada during the last 30 years and the establishment of a model of official bilingualism. The text is provided in both languages. Chapter 1 describes the context of language change: historical origins of populations speaking English and French; the current distribution of official language groups across the country, and the context for policy making in a bilingual country. Chapter 2 outlines the objectives pursued by federal and provincial governments for official languages, and the long-term action of the federal government to improve the status and use of official languages in federal institutions, to support the development of official language minority communities, and to promote English and French throughout Canadian society. Chapter 3 reviews the major shifts in provincial policies and programs for official language minorities. The final chapter presents the results of three decades of sustained effort to give English and French equal status in Canadian society, outlining provincial achievements, minority community development, and growing public support for the official languages and policies to promote them. Contains 47 references. (MSE)

ED 429 441 FL 025 787

Guindon, Rene; Poulin, Pierre
Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.

ED 429 461 FL 025 813

O'Keefe, Michael
Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
PUB DATE- 98
NOTE- 131p.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Characteristics; Demography; Federal Government; Foreign Countries; *French; Knowledge Level; *Language Minorities; *Language Role; Language Usage; Legal Problems; Migration; Migration Patterns; Official Languages; Public Policy; *Social Integration
IDENTIFIERS- *Canada; Non European Francophone Areas; Quebec

The report explores the situation of francophone minorities in Canada and outside Quebec, focusing on the concepts of assimilation and community vitality in language-minority communities. Chapter 1 looks at the concepts of assimilation and community vitality both in Canada and internationally. Chapter 2 gives a broad description of the policy context at the federal level in Canada. Chapter three examines the use of those concepts within the public debate in Canada, including Quebec, and chapter four presents demographic data on the current health of francophone communities outside Quebec, looking at a wide variety of data. Chapter 5 draws some conclusions and offers suggestions for further inquiry. Appended materials include the texts of the Canadian Charter of Rights and Freedoms and the Official Languages Act of 1988. The full text is presented in both English and French. Contains 32 references. (MSE)

ED 429 462 FL 025 814

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
PUB DATE- 97
NOTE- 182p.; 1996).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Technology; Educational Trends; *English; English (Second Language); Foreign Countries; *French; Information Technology; *Language Minorities; Language Teachers; *Official Languages; *Second Language Instruction; *Second Languages; Teacher Education; Technological Advancement; Trend Analysis
IDENTIFIERS- *Canada

Symposium panel presentations on teaching official languages (French and English) in Canada include: "Social Stakes of English and French Teaching in Canada Over the Last 25 Years" (Roger Collet, Jan Finlay, Alan Lombard, Paul Ruest); "Evolution of the School-Community-Family Linkages" (Fernand Langlais, Roger Arsenault, Richard Gauthier, France Levasseur-Ouimet, Tom Matthews); "Major Tendencies in Teaching English and French as Second Languages" (Sharon Lapkin, Pierre Calve, Alister Cumming, Roy Lister, John Trim); "Challenges of English and French Teaching in a Minority Situation" (Angeline Martel,

Full Time Students; Higher Education; In State Students; *Majors (Students); Part Time Students; *Racial Differences; *Sex Differences; Universities
IDENTIFIERS- *Nova Southeastern University FL

This study profiled the First Time In College (FTIC) freshmen students at Nova Southeastern University (Florida). It was found that for fall term 1997, the university had 442 FTIC freshmen, up from 215 for fall term 1995. Approximately 70 percent of all 1997 FTIC freshmen were female, and nearly 85 percent were permanent residents of Florida. White, non-Hispanic FTIC freshmen were in the majority in the College of Professional and Liberal Studies; black, non-Hispanic students were the most widely represented ethnic/racial group in the College of Career Development. Life sciences was the most frequently identified major for FTIC freshmen in the College of Professional and Liberal Studies, while professional management and elementary education were the most frequently identified majors in the College of Career Development. Nearly all of the FTIC freshmen in the College of Professional and Liberal Studies were full-time students, while nearly half of the FTIC freshmen in the College of Career Development were part-time students. The modal age of FTIC freshmen in the College of Professional and Liberal Studies was 18, while the modal age for FTIC freshmen in the College of Career Development was 30. (Contains 10 references.) (MDM)

ED 429 484 HE 031 933

Clagett, Craig A.
Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Freshmen; Community Colleges; *Early Intervention; Educational Attitudes; *High Risk Students; *Minority Groups; *Predictor Variables; Remedial Instruction; Remedial Programs; Student Attitudes; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

This study examined factors affecting academic achievement of at-risk minority students to evaluate intervention strategies designed to assist such students. Data were obtained on 2,386 first-time college students entering Prince George's Community College (Maryland) in fall 1990. Factor analysis identified 10 variables that explained a significant proportion of the achievement variances among students; these included: academic commitment, persistence, early term survival and progress, academic standing, financial and academic support, course load carried, college preparedness, need for remediation, job-related attendance motives, and desire for a bachelor's degree. Cluster analysis then identified 10 student profiles, three of which were particularly relevant to minority student achievement: a "true grit" group, comprising nearly 10 percent of the students, which overcame basic skills deficiencies and below-par high school backgrounds to attain above-average achievement levels; "full-time strugglers," the least-advantaged, lowest socioeconomic status, poorest high school background group, one-fourth of whom managed to achieve with

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Distance Education; Foreign Countries; Higher Education; International Cooperation; International Education; *International Programs; State Universities
IDENTIFIERS- *Japan; *University of North Carolina Wilmington

This paper describes the participation of the University of North Carolina at Wilmington (UNCW) in the virtual university component of the Digital Communities Project in Japan. It examines the characteristics of an experimental, international, distance-learning collaboration and explores the politics and practicalities related to international outreach and global collaborations. It stresses that quality international distance education collaborations must be linked to the political, technological, social, and economic context of the distinct countries involved. The paper recounts the origins of the Digital Communities Project in Japan and the university's decision to collaborate with a Japanese industry group and four Japanese universities to identify the cultural, political, and quality issues surrounding distance education on an international scale. The importance of recognizing and working within cultural differences is stressed. Three courses were developed for the demonstration project: Network Multimedia; Japanese Cinema and Cultural Comparison; and Nursing in the United States and Japan. Fifty-seven Japanese and 19 UNCW students registered for the courses in fall 1998. A variety of technologies, including electronic mail, discussion forum software, and software for student assessments, were utilized. Feedback from participating institutions was gathered and plans for a pilot project with five courses in fall 2000 are underway. (DB)

ED 429 505 HE 031 997

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; *Health Services; Higher Education; Long Range Planning; *Medical Education; Physicians; *Statewide Planning
IDENTIFIERS- *Access to Health Care; *California

This report responds to a California Senate directive to the state's postsecondary education commission to examine the extent to which health care is accessible and equitably distributed throughout the state. The Commission, in conjunction with several state agencies and the University of California, conducted an analysis and offered 11 recommendations to achieve the policy goal of access to medical care for all California residents and communities. Recommendations emphasize the link between educational experiences and the supply and choice of physicians. Introductory material describes the collaborative process of the study and the context for the Commission's recommendations and is based on equity as the fundamental Commission principle. The recommendations on expanding accessibility of health care are grouped into six categories: (1) precollege strategies; (2)

NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Outcomes Assessment; *Distance Education; Educational Technology; *Higher Education; *Instructional Effectiveness; *Research Methodology; Research Needs; Student Attitudes; Teacher Attitudes; Test Reliability; Test Validity

This report presents findings of a review of the current research on the effectiveness of distance education in higher education. Major findings indicate, first, there is a paucity of truly original research dedicated to explaining or predicting phenomena related to distance learning; and, second, although most studies indicate that distance learning courses compare favorably with classroom-based instruction, the overall quality of the research is questionable and thereby renders the findings inconclusive. Key shortcomings of the research identified include: (1) much of the research does not control for extraneous variables and therefore cannot show cause and effect; (2) most of the studies do not use randomly selected subjects; (3) the validity and reliability of the instruments used to measure student outcomes and attitudes are questionable; and (4) many studies do not adequately control for the feelings and attitudes of students and faculty. Among specific research gaps identified are outcomes of complete programs rather than individual courses and reasons for high drop-out rates in distance courses. Implications drawn concern what "access to college" means, the importance of human contact in education, and the relatively limited importance of technology. Appended are an overview of the original research and other research syntheses. (Contains 70 references.) (DB)

ED 429 525 HE 032 020

Phipps, Ronald
College Remediation: What It Is, What It Costs, What's At Stake.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Developmental Studies Programs; High Risk Students; Higher Education; Intervention; Postsecondary Education; Program Costs; *Remedial Instruction

This examination of remedial instruction in institutions of higher education provides an analysis of the functions and purposes of remediation; a discussion of the types of remediation, who participates, and how well it serves them; an examination of the financial costs of remediation; an appraisal of the economic and social consequences of not providing remedial education; and a proposed set of strategies designed to reduce the need for remediation while enhancing its effectiveness. Among the report's conclusions are the following: (1) remediation is a core function of higher education; (2) there are no consistent standards about what constitutes "college-level" work; (3) because remedial instruction is stigmatized, the amount of remediation occurring in colleges is probably understated; (4) there is no evidence that remediation is expanding in size or scope; (5) the financial costs of remediation are modest and generally comparable to or lower than the costs of other academic programs; (6) the financial or academic merits of "outsourcing"

Wide Web
IDENTIFIERS- Carnegie Mellon University PA; Course Development; *Technological Infrastructure

The goal of the Carnegie Mellon Online project is to build an infrastructure for delivery of courses via the World Wide Web. The project aims to deliver educational content and to assess student competency in support of courses across the Carnegie Mellon University (Pennsylvania) curriculum and beyond, thereby providing an asynchronous, student-centered approach to education. The system centers on a formal data model, supported by commercial database technology. This paper provides a technical overview of the system and its features, including system architecture, course and content model, pedagogical elements, database, interface, and technology base. The use of Carnegie Mellon Online in a large introductory computing competency course is discussed, as well as plans to use the system for other courses. Two figures present the Carnegie Mellon Online System Structure and the course model. (AEF)

ED 429 544 IR 019 452

Salustri, Filippo A.
Web-Based Course Delivery and Administration Using Scheme.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Design; Computer Mediated Communication; *Computer Software Development; *Computer System Design; *Computer Uses in Education; Cooperative Learning; *Courseware; Foreign Countries; Higher Education; *Programming; Programming Languages; World Wide Web
IDENTIFIERS- HTML; University of Windsor (Canada)

This paper discusses the use at the University of Windsor (Ontario) of a small World Wide Web-based tool for course delivery and administration called HAL (HTML-based Administrative Lackey), written in the Scheme programming language. This tool was developed by the author to provide Web-based services for a large first-year undergraduate course in computer-aided design. Various problems encountered in administering the course are discussed, and a solution is proposed that includes formation of student design groups, maintaining registration information, facilitating communications, disseminating information, and assigning and recording grades. The design and implementation of HAL is then briefly described, and examples are given. Based on the success of HAL, it is concluded that--although larger and more complex course delivery systems are suitable in some circumstances--there are situations in which simpler and smaller systems are better suited. Three figures present plain scheme code for an HTML (HyperText Markup Language) unordered list, an HTML unordered list using the Scheme CGI (Common Gateway Interface) library, and construction of a whole HTML page using the Scheme CGI library. (Author/AEF)

ED 429 545 IR 019 453

Schofield, Janet Ward; Davidson, Ann Locke
The Internet in School: The Shaping of Use by Organizational,

(Cable News Network) Newsroom broadcasts for the month of February, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Topics include: Monica Lewinsky scheduled to be deposed for the Senate, Monica Lewinsky testifies, Vernon Jordan testifies for House managers, White House Aide Sidney Blumenthal offers testimony in the impeachment trial, Senators vote to allow excerpts of taped witness testimony to be played before closing arguments (February 1-5); the death of Jordan's King Hussein, House prosecutors and White House lawyers wrap-up impeachment arguments, efforts to open Senate's deliberations fall short by eight votes, politicians consider how the impeachment will impact elections in the year 2000, Senate enters the final phase of impeachment deliberations (February 8-12); the President is acquitted on both Articles of Impeachment, Iraq threatens to attack U.S. and British bases in Turkey if allied planes continue to patrol Iraqi no-fly zones, Kurdish demonstrators protest throughout Europe in support of Kurdish rebel leader Abdullah Ocalan, Kurdish demonstrators continue their global protest, NATO prepares to send troops to Kosovo (February 15-19); new deadline for a peace agreement looms over Serbia, the war of words and weapons escalates as negotiators try to reach a peace deal for Kosovo, background report on the recent history of Kosovo, "hate" is alive and well in the U.S., new fears over the ongoing conflict in Kosovo (February 22-26). (DLS)

ED 429 563 IR 019 510

CNN Newsroom Classroom Guides. April 1999.
PUB DATE- 99
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; Feature Stories; Learning Activities; News Media; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; News Stories; News Topics; Web Sites

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Top stories include: NATO includes Belgrade in its targets, three U.S. soldiers are captured in Yugoslavia (April 1-2); NATO missiles damage Yugoslavia's infrastructure, conditions of Kosovar-Albanian refugees, NATO rejects the Serbian government's cease-fire offer, Serbians force refugees back to their villages, NATO intensifies airstrikes as the exodus of Kosovar-Albanian refugees continues, and Chinese Premier Zhu Rongji's visit to the United States (April 5-9); relief efforts to Kosovar refugees, Montenegrin citizens refuse to serve in the Yugoslav army, Macedonian refugees in Radusha struggle to survive, President Clinton found in civil contempt of court for his testimony in the Paula Jones lawsuit, U.S. taxpayers face the annual deadline, and the Balkan crisis (April 12-16); Kosovar Albanians from Europe return to Kosovo, the United States and Serbia use televised propaganda to gain international support, instrument teachers can use to self-assess their skills in seven areas of technology use; (2) the Individualized Professional Development Plan;(3) benefits of the Teacher-Mentor Model; (4) seven essential elements of a comprehensive teacher-mentor professional development model; (5) student involvement in the school's model; (6) development of a training curriculum; and (7) evaluation methods. Included at the end of the paper are: a diagram of the Professional Development Model, Teachers Computer Ability Profile, and online resources for technology planners. (AEF)

ED 429 582 IR 019 543

Novek, Eleanor M.
Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Eastern Communication Association Annual Meeting (90th, Charleston, WV, April 29-May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Anxiety; *Computer Assisted Instruction; *Computer Attitudes; *Computer Uses in Education; Educational Technology; Higher Education; Information Technology; *Teacher Attitudes; *Teacher Surveys
IDENTIFIERS- Technology Implementation; *Technology Integration

This survey of faculty attitudes toward technology calls for more critical dialogue on the uses, effects and hidden costs of information technology in the classroom and the national political economy. A survey was administered to 250 faculty members (135 were returned) at a northeastern university. The comments of respondents fell into two main areas of concern related to the use of information technologies in education. Most dramatically, instructors worried about the devastation of the teaching profession and, with it, the loss of their own jobs. Second, many were anxious about the dehumanization and alienation their students might face in a computer-dominated learning environment and workplace. Much of the expressed anxiety centered on the notion of distance learning. A few respondents said they had no objections to the potential uses of technology in education, but had not explored these personally because of limited resources and time. Others expressed eagerness to do whatever would be expected of them when the new technologies appeared on campus, while some said technology would be impossible to use in their particular disciplines. Many, including elite technology users, said they doubted students were being "educated" simply by using computers, and a few were cynical about the claims that mastery of computer skills in college would enable their students to find high-paying jobs after graduation. Contains 22 references. (AEF)

ED 429 583 IR 019 544

Mashhadi, Azam
Instructional Design for the 21st Century: Towards a New Conceptual Framework.
PUB DATE- 98
NOTE- 11p.; Paper presented at the International Conference on Computers in Education (Beijing, China, October 14-17, 1998).
LANGUAGE- English

NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Access to Information; Accessibility (For Disabled); Disabilities; *Family Involvement; Family Needs; Libraries; Library Extension; *Library Services; *Parent Participation; Preschool Education; *Program Development; Reading Material Selection; Resource Materials; *Special Needs Students; User Needs (Information)
IDENTIFIERS- *Special Needs Children

This publication is a guide to assist librarians in taking a proactive stance to include families of children with special needs in programs and services. The focus is on families with children up to age five, and covers the basic principles underlying inclusion, family-centered service, resource-based practice, and the provision of library services to families and children with special needs. This manual has a practical bias, and the outlined strategies and methods focus on communication skills, competencies, adaptations, collaborations, networks, training, programs, and collection development. The first section, "Understanding Inclusive Practices," covers inclusion and the benefits of inclusion for all families and the public library; outlines the laws and regulations that support inclusion; and addresses principles of family-centered service and resource-based practice. The second section, "Getting Your Library Ready," deals with assessing the readiness of your library and staff; communicating with parents of special needs children; collaboration for success; and guidelines for adapting your library. The third section, "Developing Collections and Services," discusses collection development; learning through play and toy-lending services; parent and professional resource centers; and electronic resources. Four appendices include: a bibliography of 130 print and audiovisual materials; a list of developmental milestones for infants and young children; contact information for Individuals with Disabilities Education Act Coordinators; and information on the New York State Developmental Disabilities Planning Council's Library-Based Parent Resource Center Initiative. Contains an index.(DLS)

ED 429 603 IR 057 319

Letwinch, Joanne C.
Soaring through the Universe. Astronomy through Children's Literature.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; *Childrens Literature; Class Activities; Elementary Education; Elementary School Science; Grade 3; Grade 4; Grade 5; Grade 6; Interdisciplinary Approach; Legends; Lesson Plans; *Multiple Intelligences; *Mythology; Resource Materials; Science Education; Solar System; Space Exploration; Stars; Whole Language Approach; Writing Exercises

This publication is a guide to teaching astronomy through the use of mythology and its literature in grades 3-6. The book is

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Capital; *Financial Support; Fund Raising; Higher Education; *Library Funding; Library Policy; Library Surveys; *Marketing; *Public Relations; Questionnaires; *Research Libraries
IDENTIFIERS- Association of Research Libraries

This survey was conducted to delineate the growing relationship between marketing and public relations and library funding by identifying: (1) the extent to which North American research libraries have developed organized programs in the areas of marketing and public relations; (2) who holds positions in these areas; and (3) the impact these programs have on library funding. Results indicate that little clearly differentiates marketing from public relations. Out of 34 libraries responding to the survey, the majority, 37% reported having one department, area or individual responsible for combined marketing and public relations activities. For those without any marketing or public relations department, 17% reported plans to implement one in the future, while 19% indicated no plans for future implementation. Responding libraries favor the mass distribution of brochures and flyers over other means of self-promotion and fundraising. The least-used method was government lobbying. Over 79% of the respondents experienced fund increases because of promotional activities. A copy of the survey with tabulation of responses is provided. Representative documents include: planning documents from the University of Alberta and Texas Tech University; capital campaign materials from the University of Alabama; gifts documents from the University of Alabama, Cornell and Georgetown universities; library associates newsletters from Georgetown University and the University of Iowa; announcement materials for Georgetown, University of Kentucky, and Texas Tech; and campus communication newsletters and reports from the University of Alabama, Georgetown, Indiana, and Texas Tech universities. A list of selected resources is also included. (AEF)

ED 429 623 JC 990 188

Cohen, Arthur M.
Governmental Policies Affecting Community Colleges.
PUB DATE- 99
NOTE- 41p.; Draft of a chapter to be published by Ablex Inc., in a book to be entitled "Community Colleges: Policy in the Future Context" (Barbara Townsend, Ed.).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; Curriculum Development; *Educational Finance; Educational History; Enrollment; Governance; *Government School Relationship; Postsecondary Education; *Public Policy; Two Year Colleges

This document traces the influence of governmental policies on American community colleges, focusing on how different levels of government have affected the colleges at various stages of their development with respect to college organization and governance, finance, enrollment, and curriculum. The community college's main contribution has been to expand access to postsecondary studies for the millions of students who would

California's educational system. During Scenario Planning Workshop II, held in November, participants addressed the difficult task of recommending strategic priorities and actions to best position the College for the future. (AS)

ED 429 642 JC 990 219

Crawford, Leonard
Extended Opportunity Programs and Services for Community College Retention.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual California Community Colleges Chancellor's Office Statewide Conference (8th, Monterey, CA, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Opportunities; Educational Research; *High Risk Students; Persistence; *School Holding Power; *Student Attrition; *Student Personnel Services; Two Year Colleges

This article assesses the effectiveness of student retention in the community college system, using as an example, the Extended Opportunities Programs and Services (EOP&S) program, which is available at all 106 California community colleges. EOP&S provides activities that have proven to enhance persistence and academic achievements for 80,000 low income, educationally disadvantaged students enrolled in the program. This document discusses the community college environment; retention research and persistence models; EOP&S progress toward student integration and involvement; definitions; and student performance. Results of current EOP&S research indicate significant levels of persistence with high-risk community college populations. Statewide data reveals the following performance trends: (1) EOP&S students had a four year average persistence rate of 82.64% from 1993 to 1997, in contrast to a 53.95% persistence rate for Non-EOP&S students who were enrolled full time the first ten days of instruction during the four Fall terms; and (2) The EOP&S students yielded an average GPA of 2.0 or greater for 78.6% of the students served in contrast to 81% for non-EOP&S students. These results support Tinto's theory that the more students are involved in the college environment, the more they positive their experiences. Table 1 and charts 1-4 indicate statewide persistence data for fall and spring enrollments. (Contains 91 references.) (AS)

ED 429 643 JC 990 221

Smartt-Gaither, JoAnn
Learning Community/Title III Project.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affective Objectives; Anxiety; Community Colleges; *Curriculum Development; Educational Improvement; Learning Motivation; Learning Strategies; Models; *Nontraditional Students; Two Year Colleges
IDENTIFIERS- Cerritos College CA; Learning Communities

In 1995, Cerritos College implemented a "Learning Community" approach with the intent of strengthening student academic success, especially among non-traditional, first generation

PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Resources; Elementary Secondary Education; Guidelines; Models; Program Implementation; *Service Learning; State Programs
IDENTIFIERS- *Washington

This booklet, based on school and community experiences in the state of Washington, was written to provide practical strategies to enable teachers and administrators to enrich instruction through service and service learning. Filled with vignettes and examples of service learning that is taking place in Washington schools, the booklet includes information on the following: (1) the rationale for service learning and benefits for students; (2) options for infusing service; and (3) educational leadership for service learning. Throughout the guide, practical tips are offered for planning and implementing service-learning programs in elementary and secondary schools. The guide also contains a list of 81 resource people and programs, books, and videotapes. A list of standards of quality for school-based service learning is included. (KC)

ED 429 177 CE 078 409

Imel, Susan
Teaching Critical Reflection. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; Annotated Bibliographies; *Critical Thinking; *Educational Trends; Literature Reviews; *Reflective Teaching; *Teacher Improvement; *Teacher Student Relationship; Trend Analysis

Recently, the topic of reflection and the development of reflective practitioners have received a great deal of attention. Four elements are central to critical reflection: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. Definitions of critical reflection often reveal differing theoretical orientations about reflection and have resulted in confusion about its meaning and uses. Lack of a common definition has also led to interchangeable use of the terms "reflection" and "critical reflection." The ideas of Dewey, Schon, and Mezirow are frequently mentioned in discussions of the origin of reflection in education; however, only Mezirow seems to emphasize the critical nature of reflection. Two issues that emerge in the literature on critical reflection are the effect on students who are encouraged to engage in critical reflection and the kind of teaching that supports critical reflection. Studies have concluded the following: critical reflection can lead to self-doubt, feelings of isolation, and uncertainty; adult learners who engage in activities to facilitate critical reflection must be supported in their efforts; and teaching skills. (Contains a public service announcement, a newsletter, mini-lessons, evaluation reports, and a Straub employee newsletter article.) (KC)

ED 429 194 CE 078 439

Olkun, Sinan; Simsek, Hasan
An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Employer Attitudes; Foreign Countries; High Schools; *Outcomes of Education; *Relevance (Education); *Student Attitudes; Student Motivation; Technical Education; Vocational Education; *Vocational High Schools
IDENTIFIERS- Turkey (Ankara)

The school-to-work transition process of a vocational-technical high school in Ankara, Turkey was assessed from the perspectives of graduates and employers. Data were collected through interviews with 126 of the school's graduates and 18 of their employers. Results showed that in students' vocational choice, future employment anxiety was more influential than their abilities and interests. Graduates primarily preferred to attend higher education rather than to start work because of poor working conditions in the related labor markets. Overall, 60 percent of graduates were not in the field for which they were trained; however, there are considerable differences with respect to occupational branches. Such occupational branches as lathe, metal work, and furniture and decoration are no longer attractive for students, whereas some electronics and computer-related branches are continuing to attract students. The study concluded that it may be too early for students to choose a career immediately after middle school; therefore, secondary vocational education should be reconsidered. If training institutions would conduct research activities in the labor market it could be very helpful for establishing a more responsive education and training system. (Contains 14 references.) (Author/KC)

ED 429 195 CE 078 442

Andersson, Ronnie; Olsson, Anna-Karin
Fields of Training. Manual.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; Definitions; *Educational Objectives; Foreign Countries; Postsecondary Education; Program Guides; Secondary Education; Technical Education; Technology Education; *Units of Study; *Vocational Education
IDENTIFIERS- *European Union

This document is designed to help practitioners and policymakers

Imel, Susan
Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Educational Needs; *Employment Level; Employment Patterns; *Employment Potential; *Employment Qualifications; *Information Technology; Labor Market; Needs Assessment; Technological Advancement; *Technological Literacy; Trend Analysis
IDENTIFIERS- *Employment Security

Although not all current jobs require basic computer skills, technological advances in society have created new jobs and changed the ways many existing jobs are performed. Clearly, workers who are proficient in technology have a greater advantage in the current workplace and the need for technologically proficient workers will only continue to grow. Two aspects of technology proficiency include the demand for information technology (IT) workers and the need for all workers to become more proficient in the use of technology. Because they are in short supply, IT workers have great flexibility in today's job market, including the ability to make frequent job changes. Technology is present even in nontechnical workplaces; consequently, the job security of workers who are not specifically classified as IT workers is also tied to technological proficiency. As adult, career, and vocational educators prepare workers who are technologically proficient, they should ask themselves three things: what individuals really need to exist in the work environment; what curricular and instructional responses are required to prepare workers; and how possible inequalities affecting individuals' ability to acquire and maintain technological proficiency should be addressed. (A 18-item annotated bibliography constitutes the majority of this document.) (MN)

ED 429 213 CE 078 461

Zanella, Deborah J.
Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
PUB DATE- 99
NOTE- 43p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Electrical Systems; Evaluation Criteria; Formative Evaluation; *Graduate Surveys; Higher Education; Literature Reviews; *Material Development; Pilot Projects; Questionnaires; *Technical Education; *Technology Education

A questionnaire was developed to survey recent graduates of the electrical systems specialization in the Industrial Technology program at the Central Connecticut State University (CCSU) School of Technology. First, the pertinent literature was reviewed and a formative committee consisting of CCSU faculty and staff and the board of trustees of Connecticut State University was established to identify criteria for developing opportunities. Teacher/Administrator Externship Guide provides information to set up externships and sample forms. (YLB)

ED 429 231 CE 078 503

Hartmann, Heidi; Allen, Katherine; Owens, Christine
Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparable Worth; Comparative Analysis; Dual Career Family; Employed Parents; *Employed Women; Employment Practices; *Minority Groups; Mothers; Nontraditional Occupations; Personnel Policy; *Racial Discrimination; Salaries; *Salary Wage Differentials; *Sex Discrimination; Wages

A national study, including state-by-state breakouts, analyzed Census Bureau and Bureau of Labor Statistics data to explore the wage gap. Median weekly earnings of men and women and of minorities and nonminorities were analyzed. Gender-based earnings differences and gender wage gaps were large for all women--and especially large for minority women--compared with all men. Minority-based wage gaps were substantial. The study estimated that, if married women earned as much as comparable men, their family incomes would rise by nearly 6 percent; if single working mothers earned as much as comparable men, their family incomes would increase by nearly 17 percent; if single working women earned as much as comparable men, their incomes would rise by 13.4 percent; and working women in every state would receive wage hikes if they earned as much as comparable men in their states. Comparison of earnings of workers in female-dominated jobs with comparable workers in other jobs showed very large earnings losses due to the lower pay associated with working in female-dominated jobs. The considerable advantage unionized workers enjoy, both in the form of higher wages and smaller wage gaps, was reviewed. The typical female union member earned 38 percent more per week; unionized women of color almost 39 percent more; and minority men almost 44 percent more. (A national summary table and technical appendix are attached.) (YLB)

ED 429 232 CE 078 505

Zuckerman, Diana, Ed.
On Common Ground: Prominent Women Talk about Work & Family.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Biographies; Career Choice; *Employed Parents; *Employed Women; *Family Work Relationship; *Job Satisfaction; *Life Satisfaction; *Mothers; Success

This publication presents interviews with 11 prominent women, representing different backgrounds, philosophies, and life experiences, in which they speak about their own experiences with work and family issues. The introduction, "On Common Ground: Prominent Women Talk about Work & Family" (Diana Zuckerman), provides an overview. The 11 interviews present the

PUB DATE- 98
NOTE- 241p.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Career Change; *Career Counseling; Career Development; Counselor Training; Counselors; Foreign Countries
IDENTIFIERS- Canada

Papers published in NATCON 1998 are: (1) "A Roadmap for Career Management" (D. I. Riddle); (2) "A Sharing of Our Successes" (H. van Bommel); (3) "Assessing Clients with Learning Disabilities in Career Counselling" (J. B. Stewart); (4) "Career and Personal Planning: Diploma Program and Resources" (A. Marshall); (5) "Career Counseling in a Wired World" (G. Weber, K. Kerford)' (6) "Cognitive Structures in the Assessment Phase of Counselling" (G. Harris); (7) "Connecting Prior Learning Assessment to Career Development" (G. S. Peruniak, D. Welch); (8) "Difficultes et besoins des jeunes en matiere d'integration au marche du travail" (J.-G. Ouellette, D. Lord); (9) "Disability in the Workplace: Effective and Cost-Effective Accommodation Planning" (A. Cantor); (10) "Initatives nouvelles de formation en developpement et en counseling de carriere" (J.-G. Ouellette, D. LeBreton Forbes); (11) "Intergenerational Conflict in Career and Life Planning" (N. Arthur); (12) "Job Search Strategies for the Difficult to Place" (F. Cheek); (13) "L'employabilite en formation professionnelle au Quebec: doit-on s'en preoccuper?" (M. Tardif); (14) "Les nouvelles technologies--L'Internet, ca va?" (W.-G. Darou, M.-H. Duchaine); (15) "Les transitions professionnelles dans un contexte de precarite: recherches et solutions" (G. Fournier, C. Delmotte); (16) "L'integration au marche du travail: l'aventure des diplomes" (G. Fournier, L. Croteau); (17) "Metacognition and Vocational Counseling" (B. A. Symes); (18) "Mind at Work: Improving Workplace Satisfaction and Enjoyment" (T. Warney); (19) "Plafonnement de carriere: le cas des cadres de l'entreprise privee" (L. Lemire, C.-H. Amherdt); (20) "The Role of Diagnostic Assessment in Career Exploration" (M. Jean); (21) "Training Career Development Facilitators in Ethical Decision-Making" (V. G. Ward); (22) "Un guide au service du partenariat" (M. Gingras, D. Marceau, G. Weeks); (23) "Update on National Career Development Guidelines and Standards" (B. Hiebert, B. MacCallum, F. Ball, L. Bezanson, M. Cahill, E. Collins, M. Courchene, E. Desjardins, G. Donald, N. Galarneau, C. Tumber, V. Ward); (24) "Vie professionnelle et developpement de carriere au feminin" (A. Spain, L. Bedard, L. Paiement). (EMK)

ED 429 252 CG 029 168

Lugg, Catherine A.
No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Orlando, FL, October 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Administrators; Adolescents; Adults; Elementary Secondary Education; *Homophobia; *Homosexuality; *Public Policy; *Public Schools; School Community Relationship; Social History; Students;

ED 429 271 CS 013 519

Wixson, Karen K.; Dutro, Elizabeth
Standards for Primary-Grade Reading: An Analysis of State Frameworks.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Content Analysis; *Language Arts; Primary Education; Reading Skills; *State Standards

To begin the task of evaluating the impact of state standards on American students, a study compared the structure and information of state language arts standards. The analysis focused on the 14 state documents that provided benchmarks or objectives by grade level for grades K-3. The other 28 states either provided a single set of standards for K-12 or separate sets of standards for different grade clusters (e.g., K-3, 4-6, etc.). The analysis of the state standards documents led to several recommendations: (1) state standards should provide more information for grades K-3, due to the significant differences between and among these grade levels, as compared to the upper grades; (2) the organization of state standards and benchmark documents should conceptualize reading in a manner that is simple enough to support manageable systems of curriculum, instruction, assessment, and reporting, but not so simple that important areas of emphasis are overlooked; (3) state standards should include a logical progression of knowledge and skills from kindergarten through grade 3, and again from grade 3 to grade 12; (4) the content of early reading/language arts standards and benchmarks should derive from information based on current research conducted from a variety of perspectives, including research on reading acquisition among linguistically and culturally diverse children; and (5) state standards should invite conversation about what students should be able to do. Evaluations of state standards need to be based on defensible criteria and should reflect current research. The criteria used for this analysis should be useful to districts in evaluating their states' standards for early reading/language arts. Contains 67 references and 7 tables of data. (RS)

ED 429 272 CS 013 520

Meisels, Samuel J.
Assessing Readiness.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Learning Readiness; Primary Education; *Reading Achievement; *Reading Readiness; *School Readiness

In response to the first of the National Education Goals (1991), which reads, "all children in America will start school ready to learn," this paper addresses four interpretations of the term "readiness" and the methods that have been devised to

Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; Class Activities; Higher Education; Introductory Courses; *Literature Appreciation; *Oral Interpretation; *Readers Theater
IDENTIFIERS- Drama in Education; *Student Performances

Successful approaches to a more theatrical classroom performance of literature initially depend on a student performer's critical ability to analyze literature and the creative ability to ultimately give voice and body to a literary character. An imaginative Reader's Theater classroom exercises blueprint is also an essential ingredient in promoting a student performer's ability to read literature with a critical eye and to understand the potential role that a theatrical impulse might play in capturing the subtle nuance of a literary character's intention or motivation. The active extent to which supplementary exercises may be used to promote a more theatrical impulse in classroom performance is the true measure of cultivating student skills in role-playing literary characters. (Contains 10 references. Three different exercises--"X Files"; "The Body Shop"; and "You Are There" are attached; exercises contain sections on objective, approach, and extension.) (NKA)

ED 429 295 CS 216 638

Langer, Judith A.
Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Educational Research; *English Instruction; High Schools; Middle Schools; School Culture; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- Florida; New York

The Center on English Learning and Achievement (CELA) has been studying the characteristics of successful English programs in middle and high schools. This report discusses the findings of the first two years of their 5-year Excellence in English study and focuses on the educational practices that support student literacy as well as the characteristics of teachers' professional lives that accompany student achievement. The report addresses the issue of teachers' professional environments. The study considered in the report examines professional contexts to understand how they relate to what happens in the classroom. The report discusses features of the professional contexts that permeate the diverse sites that CELA has been studying; data were collected at eight schools in Florida and New York. The report notes that a series of site-specific case studies are also being developed to provide in-depth views of particular teachers' professional experiences and how these in turn are related to curriculum, instruction, and assessment in their classrooms. Findings reported suggest holistic scoring guides. Teachers may use the information and the released anchor papers in this packet in planning for instruction. Also, this packet may be used with students, parents, school board and the community. The released anchor papers are annotated with explanations of the scores. Also included in this packet is background information, the description and writing prompt for each test, and advice how to use the anchor papers appropriately. (RS)

ED 429 318 CS 216 688

Resource Packet for the High School Proficiency Test in Communication Arts: Reading & Writing.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; High Schools; *Reading Achievement; Reading Tests; Student Writing Models; *Test Coaching; *Writing Achievement; Writing Evaluation; Writing Tests
IDENTIFIERS- *Michigan High School Test

This packet assists teachers and students in preparing for the Michigan Communications Arts (Writing and Reading) portions of the High School Proficiency Test (HSPT). Sections of the packet are: Map of the Regional Network for Communications Arts (including local contacts); Calendar of Professional Development Events; Annotated Bibliography of Recommended Resources; Models of the Assessments (including sample papers and scoring guides); A Guide to the Model of the Assessment for Communications Arts: Reading; Model Instructional Unit for Communications Arts: Reading; Questions and Answers about the HSPT Writing Assessment; How not to Prepare for the New Writing Assessments; and Similarities and Differences between Assessments. (RS)

ED 429 319 CS 216 689

Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Grade 5; Grade 8; Middle Schools; Student Writing Models; *Test Coaching; *Writing Achievement; *Writing Evaluation; Writing Tests
IDENTIFIERS- Michigan Educational Assessment Program

This packet assists teachers and students in preparing for the Michigan Educational Assessment Program (MEAP) Grade 5 and 8 Writing Assessments. Sections of the packet are: Map of the Regional Network for Communications Arts (including local contacts); Calendar of Professional Development Events; Annotated Bibliography of Recommended Resources; Models of the Assessments (including sample papers and scoring guide); and Similarities and Differences between Assessments. (RS)

ED 429 320 CS 216 690

Michigan High School Proficiency Test in Communication Arts:

Girton, Kathryn M.
Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Mobile, AL, March 11-15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Cooperative Programs; Credit Courses; *Educational Economics; Higher Education; *Partnerships in Education; Student Welfare; *Transfer Policy; Transfer Programs
IDENTIFIERS- Transaction Costs

Using transaction-cost economics as a theoretical lens, this paper analyzes educational alliances, which are agreements between educational organizations, such as those between 2-year and 4-year colleges. Transaction costs are those costs associated with the movement of course-credit hours across different institutional environments. The report suggests that standard cost-benefit analyses, as offered by standard economic models, do not serve well the purposes associated with transfer and articulation and that decision-making processes affecting student transfers are foremost about cost minimization and not about student welfare. Part 1 of the paper discusses the Utah System of Higher Education's transfer policy and the decision-making parameters that influenced the formation of this policy. Part 2 provides a brief explanation of transaction-cost economics as outlined by Williamson. The paper focuses on state-level decision making and the creation of educational alliances, the central components of transfer issues, the debate over intellectual property rights, the presence of trust, education as a trust market, information asymmetry, human costs and life chances, ambiguous and uncertain technology, bounded rationality, opportunism, contrasting assumptions, and implications of cost management. The report states that more research is needed to understand the effects of moving credit hours across institutional environments. Contains 20 references. (RJM)

ED 429 341 EA 029 742

Massachusetts Charter School Initiative: Expanding the Possibilities of Public Education. 1998 Report.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Charter Schools; Educational Assessment; Educational Innovation; Elementary Secondary Education; Program Descriptions; School Effectiveness; State Surveys
IDENTIFIERS- *Massachusetts

This document summarizes annual reports provided by Massachusetts' charter schools. It is supplemented with information from reports required of all public schools in the state and provides profiles of the 24 charter schools that were operating in 1997-98. The report opens with an overview of the four common features of charter schools--freedom, accountability, innovation, and choice--followed by general community; parent and community partnerships; and sustaining change. It includes case studies organized by elementary and secondary schools. Examples from the primary grades describe a team approach to literacy acquisition, academic success through a full-service school, ways to ensure success for all students, and making a commitment to teacher development. The two secondary-school case studies discuss ways to prepare students for real-world experiences and how to achieve a world-class standard in a culturally diverse community. (RJM)

ED 429 361 EA 029 772

Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.
PUB DATE- 99
NOTE- 14p.; For the 1996 brochure, see ED 402 646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Law; *Civil Rights; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Federal Regulation; Higher Education; Legal Responsibility; Student Rights
IDENTIFIERS- *Office for Civil Rights

This brochure describes the activities of the Office for Civil Rights (OCR) in the U.S. Department of Education. The OCR is a law-enforcement agency charged with upholding the federal civil-rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. The pamphlet describes how civil-rights laws apply to most educational institutions in the nation, including almost 15,000 school districts and more than 3,600 colleges and universities, as well as students and employees. The OCR receives discrimination complaints directly from the public, as many as 5,000 each year, featuring such issues as ability grouping, school desegregation, racial harassment, sexual harassment, treatment of students who are pregnant, accessibility of school facilities and programs, appropriate special-education services, and auxiliary aids for students with impaired sensory, manual, or speaking skills. Also described are the ways that OCR resolves complaints and how the agency carries out compliance reviews. The OCR also offers technical assistance for people and institutions to help them comply with federal law. A brief description of the impact of the civil-rights laws, as well as an overview of the future challenges of the OCR, are provided. (RJM)

ED 429 362 EA 029 773

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Research; *Educational Legislation; High Risk Students; Potential Dropouts; Secondary Education; State Action
IDENTIFIERS- *Colorado

DC.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Beginning Reading; *Curriculum Development; *Disabilities; Educational Principles; Elementary Secondary Education; *Inclusive Schools; Individualized Instruction; *Instructional Design; Instructional Materials; Mainstreaming; *Media Adaptation; *Regular and Special Education Relationship; Teaching Methods; Teaching Models; Writing Skills

This book offers guidelines for designing the cognitive supports to instructional materials for students with disabilities in general education classrooms. Chapter 1, an introduction, describes the contexts of change, including the changing demography of learners, which has increased the curricular and instructional complexity that teachers face in general education classrooms. Chapter 2 defines and describes curriculum design as an important and distinctive requirement to provide cognitive access to general education content for students with disabilities. Chapter 3 offers six principles of effective curriculum design in the modification of general education content. These principles stress big ideas, conspicuous strategies, mediated scaffolding, strategic integration, judicious review, and primed background knowledge. Chapter 4 offers a framework for evaluating and adapting general education curriculum materials and applies the six curriculum design principles to a range of general education content, including the areas of beginning reading and writing. (Contains 75 references.) (DB)

ED 429 382 EC 307 116

Shumm, Jeanne Shay
Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Educational Principles; Elementary Education; *Inclusive Schools; *Individualized Instruction; *Instructional Design; Instructional Materials; Mainstreaming; Mathematics Instruction; *Mathematics Materials; *Media Adaptation; Reading Instruction; *Reading Materials

This book offers guidelines for elementary school teachers for making adaptations in reading and mathematics instruction for students with mild disabilities in the general education classroom. Following an introductory chapter, Chapter 1 presents eight principles for materials adaption organized according to the acronym FLEXIBLE: F-feasible (adaptations must be feasible in the classroom), L-lively (adaptations must be

"Projects for All," which describes the Six through Eight Mathematics project that is developing a curriculum which incorporates standards promoted by national mathematics and science organizations for middle school students, the Systemic Teacher Excellence Preparation program and the Reach for the Sky program which teach rural teachers how to access information available on the Internet; and (4) "Creating Change," which describes how to create changes in community schools. The accompanying videotape profiles programs that reach out to students with special needs, including inclusive middle and high school classes. (CR)

ED 429 401 EC 307 140

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blindness; Elementary Secondary Education; Orientation; *Preservice Teacher Education; *State Departments of Education; State Programs; State Surveys; *Teacher Recruitment; *Teacher Shortage; Universities; *Visual Impairments

This report examines policy issues related to the preparation of educators working with children who are blind or visually impaired. Forty-five state directors of special education were surveyed on the status of personnel serving children with blindness and low vision, recruitment and retention efforts, certification and credentialing, accuracy of "child count" reports, and collaboration for personnel preparation. Results indicate: (1) the majority of respondents place a high priority on personnel shortages of teachers of children with visual impairments, orientation and mobility instructors, and teachers of children with deaf-blindness; (2) only 56 percent of respondents indicated that their efforts to minimize shortages were satisfactory; (3) strategies used to reduce shortages include distance education, stipends for course work, scholarships and tuition reimbursements, prioritization of low incidence personnel preparation, inclusion in state improvement plan/grants, reciprocity agreements, Department of Education support of personnel preparation positions, and collaborative programming and funding activities with institutions of higher education (IHEs); (4) only 44 percent of respondents reported their state has a specialized program to prepare personnel for these positions; (5) the majority of respondents believe that the child count data are accurate; and (6) many states are finding it helpful to collaborate with IHE in combating personnel shortages. (CR)

ED 429 402 EC 307 141

Alternative Schools. Quick Turn Around (ATW) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education;

by wearing low heels, loose-fitting garments, and omitting dangling earrings and sharp jewelry; (4) move items of value out of reach; (5) establish trust and rapport with students; (6) define behavioral expectations and apply consequences for rule compliance and noncompliance; (7) remain calm and in control; and (8) maintain a therapeutic attitude. The digest closes by reviewing relevant requirements under the Individuals with Disabilities Education Act. (CR)

ED 429 420 EC 307 168

Fitzsimmons, Mary K.
Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Behavior Problems; *Disabilities; Educational Legislation; Educational Planning; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Individualized Education Programs; Intervention; *Student Evaluation
IDENTIFIERS- *Behavioral Assessment; ERIC Digests; *Functional Assessment; Individuals with Disabilities Education Act

This digest discusses the new requirement under the Individuals with Disabilities Education Act that Individualized Education Program teams conduct a functional behavioral assessment (FBA) and implement behavior intervention plans that include positive behavioral interventions and supports for students with disabilities. It describes the purpose of a functional assessment and outlines key steps that are common to most FBAs, including: (1) verify the seriousness of the problem; (2) define the problem behavior in concrete terms; (3) collect data on possible causes of problem behavior; (4) analyze the data; and (5) formulate and test a hypothesis. The digest then addresses behavior intervention plans and the need to implement intervention plans that emphasize skills needed by the student to behave in a more appropriate manner and that provide proper motivation. Tips for evaluating the plan are also included. (CR)

ED 429 421 EC 307 169

Woodruff, Darren W.; Osher, David; Hoffman, Catherine C.; Gruner, Allison; King, Mark A.; Snow, Stephanie T.; McIntire, Jonathan C.
The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 131p.; Volumes I and II not in ERIC; for volumes III, IV, and V, see EC 307 169-171.
LANGUAGE- English

PUB DATE- 96
NOTE- 112p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Exchange; Demography; Economic Factors; Educational Mobility; Educational Policy; Faculty Mobility; Foreign Countries; *French; *French Canadians; Information Dissemination; *Intergroup Relations; Kinship; *Land Settlement; *Language Minorities; *Language Role; Mass Media; Migration Patterns; Shared Resources and Services; Social Networks; Social Support Groups; Tourism
IDENTIFIERS- *Canada; Francophone Education (Canada); Francophonie

This text examines the ties that bind Francophones across Canada to illustrate the diversity and depth of the Canadian Francophone community. Observations are organized into seven chapters. The first looks at the kinship ties of Canadian Francophones, including common ancestral origins, settlement of the Francophone regions, and existence of two particularly large French Canadian families, one in Acadia and one in Quebec. The second chapter outlines patterns of mobility in migration, tourism, and educational exchange. Chapter three looks at the circulation of information within and among Francophone communities through the mass media, both print and telecommunications. The status of cultural exchange (literary, musical, and theatrical) is considered next. Economic affairs within and among economic groups are addressed in chapter five, including banking, cooperation among groups, partnerships and expansion into new markets, and labor mobility. Chapter six explores the sharing of scientific and educational resources, including student and faculty mobility and distribution of courses and teaching aids. Finally, networking among varied Francophone groups is discussed. The text is presented in both English and French. (MSE)

ED 429 442 FL 025 788

Marmen, Louise; Corbeil, Jean-Pierre
Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
PUB DATE- 99
NOTE- 221p.
LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Cultural Pluralism; Demography; *English; Foreign Countries; *French; Immigrants; *Language Minorities; *Language Role; Language Usage; Languages; North American History; *Official Languages; Social Change; Tables (Data); Uncommonly Taught Languages
IDENTIFIERS- *Canada

This book analyzes the evolution of the language situation in Canada over the last 45 years, drawing heavily from census data taken between 1951 and 1996. Chapters discuss: the evolution of the English language in Canada, including the size and distribution of the English native-language population, use of English as a home language, knowledge of English among the Canadian population, and use of English as the first official language spoken; changes in the French language group and the

Benoit Cabazon, Raymond Daigle, Elaine Freeland, Rejean Lachappelle, Brian Harrison); "Teacher Training on the Eve of the 21st Century" (Rodrigue Landry, Therese Laferriere, Andre Obadia, Stan Shapson, Claudette Tardif, Palmer Acheson); "Special Presentation on the Occasion of the 25th Anniversary of Official Languages in Education" (Stacy Churchill); and "Impacts of Globalization and Technology of Language Learning" (Patsy M. Lightbown, Jim Clark, Jacques Lyrette, Pierre Pelletier, Claude Truchot). A synthesis of the symposium (Jean-Bernard Lafontaine) is also included. (MSE)

ED 429 463 FL 025 815

Carro, Gladys
Teaching Freshman History to ESL Students: A Model.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Freshmen; *College Instruction; Degree Requirements; Educational Strategies; English for Academic Purposes; *English (Second Language); Freshman Composition; Global Approach; Higher Education; *History Instruction; *Interdisciplinary Approach; Program Descriptions; Remedial Instruction; Second Language Instruction; Student Financial Aid; Time to Degree; Writing (Composition); *Writing Instruction
IDENTIFIERS- City University of New York City College

This paper describes the evolution and implementation of an interdisciplinary freshman program in world civilization designed to integrate history content with advanced English-as-a-Second-Language (ESL) composition, focusing on academic language use. In it, a three-credit history course is paired with a six-credit ESL composition course. The program is also intended to help shorten the time ESL students spend in non-credit, developmental/remedial courses and to save these students' financial aid to pay for required courses. The history course consists of a large lecture section of approximately 100 students, about half of whom are freshman ESL students. The role of the ESL composition teacher is to show students how to conceptualize and manipulate major historical themes while expanding their English language skills. The history teacher is required to prepare for and accommodate ESL students in the syntax and vocabulary of lectures, assignments, and tests. The program brought 62 percent of ESL students not eligible for core courses safely through the history course with grades of C or better, compared to 54 percent for core-eligible students concurrently enrolled in freshman composition, and generally fared better than other comparison groups. (MSE)

ED 429 464 FL 025 835

Wilcox, Sherman; Peyton, Joy Kreeft
American Sign Language as a Foreign Language. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; This article was originally published in an issue of "The ERIC Review" (Volume 6, Issue 1, Fall 1998), "K-12 Foreign Language Education," devoted to foreign language education in the United States.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

institutional assistance; and "unprepareds," similar to the full-time strugglers in socioeconomic background, but with less than 1 percent classifying as achievers. Based on these findings, in the fall of 1997 the college launched, a pilot program for 48 students needing remedial instruction in math and English. (Contains 17 references and 3 tables.) (MDM)

ED 429 485 HE 031 934

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; Higher Education; *Insurance; *Program Costs; *Retirement Benefits; School Accounting; *State Colleges; *State Universities
IDENTIFIERS- *Oklahoma State Regents

This report provides financial data on the value of obligations of any supplemental pension plans and the annual cost of any post-employment benefits for employees of state universities, colleges, and community colleges in Oklahoma. Attachment 1 summarizes information on supplemental pension plans that have been reported by state system institutions for the fiscal year (FY) ending June 30, 1997. Fifteen institutions reported having a supplemental plan, while 10 reported no information on any supplemental plan. This attachment also reports the amount of funding that seven institutions have reserved to meet their future obligations. Total supplemental pension obligations as of June 30, 1997, included $1,368,000 for the University of Oklahoma and Cameron University, $8,770,817 for Board of Regents of Oklahoma A&M Colleges, and $13,562,825 for the Board of Regents of Oklahoma Colleges. Attachment 2 summarizes the costs that 15 institutions have incurred in FY 1997 for post-employment benefits other than pensions. These benefits included the cost of medical and/or life insurance for retired employees and amounted to $2,238,395 during FY 1997. (MDM)

ED 429 486 HE 031 935

Jewett, Frank
The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Students; *Cost Effectiveness; *Distance Education; *Educational Television; Higher Education; Interactive Television; *Outcomes of Education; Student Attitudes; *Telecourses
IDENTIFIERS- *University of Maine

This case study examined the benefits and costs of instructional television as employed by the Education Network of Maine (ENM) through its distance learning initiative. Data were obtained from the 1995-96 and 1996-97 academic years. In fall term 1996, undergraduate education; (3) admission to medical school; (4) medical school; (5) transition to practice; and (6) evidence of effectiveness. Appended are the text of the Senate resolution authorizing the investigation and an executive summary which groups recommendations into those for the short-term, mid-term, and long-term. (DB)

ED 429 506 HE 031 998

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Instruction; *Courses; *Faculty Workload; Higher Education; *Productivity; State Surveys
IDENTIFIERS- *University of Maryland System

This report responds to a request from the Maryland legislature for information on the instructional workload of faculty in the University System of Maryland (USM), especially at the University of Baltimore, the University of Maryland (Baltimore County), and the University of Maryland (College Park). Following an introduction, the report summarizes data from fall 1997 to spring 1998 concerning faculty workload data in terms of faculty exceptions from teaching the "standard load," analysis of course exceptions by type, student credit hours generated by the core faculty, noninstructional productivity, faculty who did not engage in credit-bearing teaching, and instructional outcomes per full-time equivalent faculty. The following conclusions are highlighted: at each of these institutions, the proportion of faculty teaching the standard load increased from the prior year's level, and 27 percent of the faculty taught more than the standard load. However, the report criticizes the emphasis on faculty exemptions and notes that USM faculty productivity, as measured by the number of course units produced, the external funds attracted, and scholarly productivity, all continue to increase. Six tables provide detail on the investigation's findings at the 10 institutions comprising USM. An attachment presents the instructions followed by institutions in completing the report on faculty teaching load. (DB)

ED 429 507 HE 031 999

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
PUB DATE- 99
NOTE- 369p.; For the 1997 report, see ED 418 675.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Federal Aid; Federal Programs; Higher Education; *Loan Default; Loan Repayment; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Perkins Loan Program

This collection of tables is a compilation of 1998 default rates of institutions of higher education participating in the federal Perkins Loan program and is based on the cohort of remediation to private vendors are not readily apparent; and (7) the social and economic consequences of not providing remedial education are high. Recommended strategies are grouped into those designed to reduce the need for remediation and those designed to improve its effectiveness. (Contains 38 references.) (DB)

ED 429 526 IR 019 434

Lobodzinski, Suave, Ed.; Tomek, Ivan, Ed.
WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).
PUB DATE- 97
NOTE- 1081p.; For individually selected papers, see IR 019 435-458. CD-ROM format only (includes proceedings from 1996, 1997, and 1998).
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Interfaces; *Computer Networks; Computer Security; Computer System Design; Computer Uses in Education; Conferences; Cooperative Learning; Courseware; Electronic Publishing; Hypermedia; Information Retrieval; Information Services; Information Systems; Legal Responsibility; Material Development; Multimedia Materials; Navigation (Information Systems); Privacy; Science and Society; Training; Virtual Reality; *World Wide Web
IDENTIFIERS- Browsing; *Intranets; Search Engines; Technology Implementation; Technology Utilization; Web Sites

The 1997 WebNet conference addressed research, new developments, and experiences related to the Internet and intranets. The 257 contributions of WebNet 97 contained in this proceedings comprise the full and short papers accepted for presentation at the conference. Included are positions papers by leading experts in the field; descriptions of ideas that are on the borderline between an idea, a prototype, and products; and reports on concrete applications of the World Wide Web, its impact on various aspects of life, and thoughts on how society might adjust to the resultant changes. Major areas covered include: advances in multimedia; browsing and navigation tools; computer-human interface issues; courseware development; educational multimedia on the Web; electronic publishing and the Web; industries and services; legal issues; psychology of Web use; security and privacy; statistical tools and user tracking; training; Web servers; application development tools; collaborative learning and work; country specific developments; data and link management; electronic commerce; future issues in WebNet technology; integration of Web applications and services; Internet-based multimedia/hypermedia systems; search engines; social and cultural issues; teaching; virtual reality; and Web site tools. (AEF)

ED 429 527 IR 019 435

Ahanger, G.; Little, T. D. C.
Easy Ed: An Integration of Technologies for Multimedia Education.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Structural, and Cultural Factors.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 6p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Asbestos; *Classroom Environment; Computer Uses in Education; Cooperative Programs; Educational Development; *Educational Facilities; Educational Technology; Elementary Secondary Education; *Internet; Problems; Qualitative Research; *School Administration; *School Culture; School Districts; Urban Areas; Use Studies
IDENTIFIERS- *Barriers to Implementation; Connectivity; Infrastructure; Pittsburgh School District PA; Technology Implementation; *Technology Utilization

Based on a four-year study of the Common Knowledge: Pittsburgh (Pennsylvania) project--one of four national "testbeds" for the exploration of the Internet's potential for improving education, this paper explores the factors that delayed, shaped, and constrained Internet use in a large urban school district. Although a substantial amount of use occurred, problems in interfacing with the district's pre-existing physical infrastructure, its bureaucratic procedures, and the culture of its schools all influenced use markedly. Infrastructure problems included difficulties retrofitting old buildings, including asbestos in school walls, and lack of needed power outlets, space, and furniture. Bureaucratic problems included incompatibility between rigid bell schedules and the unpredictability of access to Internet sites. Finally, cultural factors including the teachers' role as dispenser of knowledge, the image of a well-run classroom as one in which students sit quietly in their seats, the tendency to emphasize basic skills and to conceptualize learning along disciplinary lines, and concerns about ensuring that the materials students access in school are consistent with community beliefs and standards also shaped and limited Internet use. Contains 10 references. (Author/AEF)

ED 429 546 IR 019 454

Seffah, Ahmed; Bouchard, Robert Maurice
The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Mediated Communication; *Computer Networks; *Computer System Design; Educational Technology; Information Networks; Internet; Learning Strategies; Shared Resources and Services; Training
IDENTIFIERS- *Intranets; *Learning Environments

This paper makes basic assumptions regarding the development of an intranet architecture that will actively promote the

shooting at Columbine High School in Littleton (Colorado), Americans struggle to understand why the shooting occurred, and President Clinton visits a high school to talk about the shooting (April 19-23); Americans mourn the death of the school shooting victims, tensions between Yugoslavia and NATO continue to increase, the Yugoslavian conflict causes economic repercussions in Macedonia, Yugoslavian conflict escalates, and CNN holds town meeting in response to Littleton shootings (April 26-30). (AEF)

ED 429 564 IR 019 511

Becker, Henry Jay
Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Computer Attitudes; *Computer Uses in Education; Correlation; Educational Technology; Elementary Secondary Education; Information Technology; *Internet; National Surveys; Predictor Variables; Tables (Data); Teacher Attitudes; Teacher Surveys; Teaching Methods; Use Studies
IDENTIFIERS- Access to Technology; Connectivity; *Information Value; Technology Integration; *Technology Utilization

This report provides data from a survey of a nationally representative sample of more than 2,000 public- and private-school teachers of 4th through 12th grade regarding Internet use by teachers and students. Information is provided about: (1) teachers' access to the Internet; (2) frequency of different Internet uses, including teachers' uses and teacher-directed student use; (3) the Internet's perceived value for teachers; (4) correlates of Internet use and perceived value, including measures of use employed, association between Internet access and use, teaching responsibilities and Internet use, experience and expertise, school support for teaching using technology, and pedagogical beliefs and practices; and (5) multivariate analysis of all predictors considered together (i.e., Internet access, teaching responsibilities, technology expertise, professional experience, school support for teaching, and pedagogical beliefs and practices) and of the factors that most differentiate users and non-users; and (6) conclusions. Data are presented in 28 tables and figures throughout the report. A summary of the study methodology is appended. (AEF)

ED 429 565 IR 019 512

Madjidi, Farzin; Hughes, H. Woodrow; Johnson, Ruth N.; Cary, Kim
Virtual Learning Environments.
PUB DATE- 99
NOTE- 12p.; Small print in figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Conventional Instruction; Educational Development; *Educational Principles; Educational Theories; Futures (of Society); *Instructional Design; Instructional Development; Teaching Methods; Teaching Models

As a new century approaches it is time to re-assess the foundations on which instructional design currently rests, as well as the "mode of thinking" that it promotes. Traditional theories regarding instructional design have largely been implicitly based on out-moded eighteenth century conceptions of the physical universe (a mechanistic world view) involving certainty, determinism, and predictability. Using insights provided by 20th century science (particularly quantum theory) into the nature of knowledge, the field of instructional design should cultivate a post-mechanistic conceptual framework which would involve exploring the construction of human knowledge, explicating the use (and limitations) of Aristotelian logic, appreciating the "theory-ladenness" of observation, realizing the role of language in constructing meaning, accepting the role and impact of the observer on what is observed, and appreciating the usefulness of both the reductionist and holistic approaches. Contains 25 references. (Author/AEF)

ED 429 584 IR 019 545

Stahl, Gerry; Butcher, Kirstin; Caron, John; Johnson, Gabe; Lenell, Elizabeth; Long, Scott; dePaula, Rogerio; Prestopnik, Paul; Sumner, Tammy
WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Software Development; Computer System Design; *Cooperative Learning; Design Preferences; Educational Technology; Higher Education; Innovation; Middle Schools; World Wide Web

In January 1999, an interdisciplinary seminar of doctoral students from cognitive, educational and computational sciences was organized to study theoretical texts that might provide insight into how to support collaborative learning with perspectives-based software. The seminar uses a Web-based tool called WEBGUIDE to mediate and structure collaborative learning, including reflection on use of the software. This software uses an innovation mechanism to define a flexible system of perspectives on a shared knowledge construction space. WEBGUIDE provides an electronic and persistent workspace for individuals and teams to develop and share distinctive points of view on a topic. The software and associated usage practices are being designed by testing it in a middle school classroom and in an advanced graduate seminar. The experience in these usage situations has raised a range of questions concerning theoretical and practical issues, which are driving the research. This paper is a reflection on what the designers divided into the following seven sections: "Introduction"; Chapter 1: "Luna: the Moon"; Chapter 2: "Del Sol: the Sun"; Chapter 3: "The Planets"; Chapter 4: "Star Bright, Star Light"; Chapter 5: "Traveling through Space"; and Chapter 6: "Responding to Literature." A list of the multiple intelligences, three recommended readings, and a lesson plan suggestion are included. Chapters 1-5 are structured so that each can be used individually or in combination with the others, and each contains introductory literature and response activities followed by a sequential process that leads students through the acquisition of basic scientific understanding within each topic. Each chapter contains a bibliography, focusing on myths and folktales, and offers suggestions for combining these stories with math, science, art, music, and the multiple intelligences. Chapter 6 contains general recommendations for responding to literature with which most literary works can be accommodated. An appendix contains contact information for: NASA teacher resource centers; other NASA resources; additional aerospace resources; publications; and equipment resources. Contains an index. (DLS)

ED 429 604 IR 057 328

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
PUB DATE- 98
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Literature; Childrens Libraries; Childrens Literature; *Creative Activities; Elementary Secondary Education; Enrichment Activities; *Library Services; *Medieval History; Parent Participation; Preschool Education; Program Guides; *Public Libraries; Questionnaires; *Reading Programs; Resource Materials; *Summer Programs; Thematic Approach
IDENTIFIERS- Arizona; Kentucky

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with a medieval theme. The chapters of the manual are: (1) Introductory Materials; (2) Goals, Objectives and Evaluation; (3) Getting Started; (4) Common Program Structures; (5) Planning Timeline; (6) Publicity and Promotion; (7) Awards and Incentives; (8) Parents/Family Involvement; (9) Programs for Preschoolers, including display ideas, flannel board stories, origami, puzzle stories, songs, crafts, activities, plays, crafts, recipes, medieval clip art, and a preschool bibliography; (10) Programs for School Age Children, including entertainment programs, songs, activities, and a school age bibliography; (11) Programs for Young Adults, including activities, a medieval menu, and a young adult bibliography; (12) Special Needs; and (13) Resources, including people, companies, and materials. A master copy of a reading log and reading program evaluation form are included. (AEF)

ED 429 605 IR 057 329

Read Arizona.
PUB DATE- 99

otherwise not have an opportunity to participate. The question of why states did not simply expand their universities to accommodate the rising tide of student demands is posed; several interpretations are discussed that attribute the organization and growth of community colleges to broad social forces. The paper tracks the emergence of two-year colleges in the nineteenth and twentieth centuries, describes early state legislation, and highlights community college policies that contribute to their similarity to the K-12 system from which they grew, including: admission of all students who apply, funding on the basis of student status, the qualifications and working life of the faculty, and the generality of the curriculum. A review of developments in several states reveals patterns of conversion to state-funded operation, including Maryland, Oregon, North Carolina, New Jersey, Washington, Michigan, Pennsylvania, California, Illinois, Kansas, Virginia, Georgia, and Mississippi. Also covered are state plans regarding responsibilities, funding, and management issues shared by state and local authorities. Contains 14 references. (AS)

ED 429 624 JC 990 189

Abell, Arianne
Interdisciplinary Studies in the Community Colleges.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Course Selection (Students); *Curriculum Design; Instructional Development; Instructional Effectiveness; *Interdisciplinary Approach; Learning Strategies; Teaching Methods; Two Year Colleges

This article explores the interdisciplinary course offerings at 164 institutions that participated in a 1998 curriculum analysis by the Center for the Study of Community Colleges. It examines interdisciplinary courses in the context of the total curriculum, and discusses examples of existing interdisciplinary programs, the benefits and transferability of interdisciplinary coursework, and distance education. An interdisciplinary course is defined here as a course with at least two instructors from different departments, divisions, or specializations, in which the synthesis of ideas and perspectives takes place. Characteristics of an interdisciplinary course include: (1) innovative techniques; (2) incorporation of new concepts and methods between disciplines; (3) content that involves broad-based social issues requiring multiple disciplines for effective study; (4) avoidance of artificial disciplinary lines for a more realistic educational approach; and (5) a combination of liberal arts and general education with vocational education. Findings show that a majority of the institutions offer interdisciplinary courses in the humanities and the sciences, and slightly less than half offer interdisciplinary courses in the social sciences. In addition, most of these courses are transferable to four-year institutions, a benefit that may encourage their continuation, given the positive experiences reported by both students and faculty. Contains eight data tables and 14 references. (AS)

ED 429 625 JC 990 190

LeBard, Christine
The Relationship between American Community Colleges' Curricular

college students. Thirty Learning Community clusters, seventy classes/instructors, and over four hundred students have been part of the learning communities projects since its inception. Cerritos College's model uses four interrelated approaches: development of a curriculum based on current brain research, identification and implementation of essential learning skills, integration of technology into the learning process, and cultural sensitivity. Approximately 150 students who were enrolled in Spring 1997 Title III Learning Community Courses completed a survey, expressing their level of familiarity and comfort with Integrated Thematic Instruction principles, self-described skill levels, feelings on the importance of various instructional methods, and reasons for choosing the Learning Community. Seventy-seven of those students also participated in a survey at the end of the semester. Results include: (1) student satisfaction rates rose from 90% to 98.7%; (2) anxiety levels were higher at the end of the semester than at the beginning; (3) 97% of the students indicated that material presented in a practical context facilitated learning; (4) active student participation increased; and (5) almost 75% of the students preferred untimed tests. Student comments solicited through open questions are also presented, as are faculty reflections. (VF)

ED 429 644 JC 990 225

Bashford, Joanne
Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Computer Assisted Testing; *Developmental Studies Programs; Evaluation; *Mathematics Skills; *Reading Readiness; Remedial Instruction; *Student Placement; Two Year Colleges; *Writing Skills
IDENTIFIERS- Miami Dade Community College FL; *Placement Tests

This information capsule explores the effectiveness of score ranges on the Computerized Placement Test (CPT), used to assess the skills of entry-level students at Miami-Dade Community College and place first-time-in-college students in classes. Data are provided for students entering in Fall terms 1996 and 1997 showing the number of students placed into each college preparatory or entry-level course by COT score range, along with the percentage of students who passed the courses. The score ranges were adjusted beginning in July 1, 1997 to reflect new state standards for exemption from preparatory coursework. For most of the courses reported, the percentage of students passing increased, indicating that the adjusted score ranges may have been more effective in matching students' skill levels with courses, although other factors may have also contributed. Tables report results for four different classes: reading, English composition, college preparatory mathematics, and college level mathematics. Contains 9 tables. (NB)

ED 429 645 JC 990 226

Morris, Cathy
Evaluation of SLS Intervention Courses. Information Capsule.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English

students to be critically reflective can be a rewarding experience that results in critical reflection on the part of the instructor. (A 23-item annotated bibliography constitutes approximately 75% of this document.) (MN)

ED 429 178 CE 078 410

Rahn, Mikala L.; Holmes, Patricia
Accountability Systems: Performance Standards and Assessment.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Educational Needs; Educational Trends; Evaluation Methods; Literature Reviews; Needs Assessment; *Performance Based Assessment; Postsecondary Education; Program Evaluation; Program Improvement; Secondary Education; State Programs; State Standards; Student Evaluation; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This monograph provides a status report on issues related to accountability, including standards and assessments, data systems, and the role of incentives for schools, teachers, and students in improving student achievement. Using information gathered from the literature and interviews with state administrators of vocational education, this paper provides a picture of the progress made to date and points to future challenges. It was discovered that, despite some initial trepidation about the 1990 Carl D. Perkins Vocational-Technical Act (Perkins II) accountability requirements, each state has developed its own system of performance measures and standards and devised some sort of implementation plan. All but two states have gone well beyond the Perkins II requirements for accountability in vocational education at the secondary and postsecondary levels. The public's demand for excellence for all students has been the driving force behind standards-based, systemic reform. However, reaching consensus around what defines excellence has been difficult from state to state, much less nationally. In recent years, the development of student standards has extended beyond traditional academic areas to areas such as general workplace readiness, industry core, and job-specific skills. The research on accountability has established the importance of the following items in developing standards-driven assessment in academic, vocational-technical, and work readiness programs: broad public engagement in the design and implementation of assessments; strong political leadership; and incentives for students, teachers, and schools. More research and development in the area of incentives and consequences are needed. (Contains 20 references.) (MN)

ED 429 179 CE 078 411

Pautler, Albert J., Jr., Ed.
Workforce Education: Issues for the New Century.
PUB DATE- 99
NOTE- 299p.; For a related document, see ED 427 167.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

in the European Union's member states coordinate their initial and continuing vocational education and training (VET) programs. It presents a subclassification of the recently revised International Standard Classification of Education (ISCED) that encompasses all fields of VET. The document begins with an overview of the fields of education in the ISCED, which was developed by the United Nations Educational, Scientific and Cultural Organization to serve as a tool for assembling, compiling, and presenting national and international educational statistics. The creation of a third digit to permit classification of VET within the ISCED system is explained along with the subject content approach underpinning the ISCED. Presented next are a table detailing the 9 broad fields, 25 fields of education, and (approximately) 65 fields of training in the ISCED system and instructions for using the manual. The actual field descriptions are listed next. Descriptions of the each of the 25 fields of VET are described next. Each description includes the following: field name; field audience; types of programs offered at various levels; and specific types of training included in/excluded from the field. Concluding the document are alphabetic and systematic code lists. (MN)

ED 429 196 CE 078 444

Donley, Jan; Napper, Rosemary
Assessment Matters in Adult Learning.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Educational Assessment; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Informal Assessment; Measurement Techniques; Participant Observation; Performance Based Assessment; Portfolio Assessment; *Student Evaluation
IDENTIFIERS- England (Oxfordshire)

This handbook was developed to give tutors of adult education information and ideas about assessing adult learning. It can be used as a reference for information about assessment and as a practical tool for tutors. Section 1, Introduction to Assessment in Adult Learning, includes information on these topics: what assessment is, how to assess, why to assess, who assesses, when assessment can be done, monitoring assessment and recording results, the psychology of assessment, and hints on giving feedback. Section 2, Assessing without Paper, includes the following activities: continuum, conversation, discussion, exhibition, games, observation, performance, practical activities, questions and answers, real world, role play, simulation, and tutorial. Section 3, Assessing using Paper, includes these activities: action plan, application form, assignments and projects, checklists, learning journal, profile, record of achievement, self-assessment form, test, and worksheets and gapsheets. Section 4 contains the following: information on inspection in adult education, the assessor awards, how assessment relates to evaluation, an annotated list of 26 books, and a glossary of 90 terms. (KC)

ED 429 197 CE 078 445

Forster, William, Ed.
Education behind Bars. International Comparisons.
PUB DATE- 98

reliable and valid questions. A draft questionnaire was developed and pilot tested with five graduates of the electrical systems program. Next, the questionnaire was revised based on the formative committee's evaluation and the pilot study's results. The final questionnaire consisted of 26 questions soliciting the following information: students' employment during and after college; graduates' use of certain general skills in their job; extent to which their education contributed to development of those skills; helpfulness of each of the required core and technical courses in the electrical systems curriculum in obtaining a job and succeeding in it; graduates' overall satisfaction with the electrical systems program and its faculty, curriculum, and facilities. (The paper contains 23 references. Appended are the following: 20 criteria for evaluating the questionnaire's appearance, ease of completion, and questions; cover letter to accompany the questionnaire; and questionnaire.) (MN)

ED 429 214   CE 078 462

Dore, Ronald; Sako, Mari
How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Standards; Comparative Analysis; *Education Work Relationship; *Educational Practices; Educational Trends; Employer Attitudes; Employment Patterns; Employment Qualifications; Evaluation Methods; Financial Support; Foreign Countries; *Government School Relationship; *Job Training; Learning Processes; Lifelong Learning; Nonformal Education; Postsecondary Education; Public Policy; Rural Education; School Business Relationship; Secondary Education; Student Certification; Student Evaluation; *Training Methods; Trend Analysis; Urban Education; *Vocational Education
IDENTIFIERS- *Japan

This book examines how the Japanese learn to work by exploring the following topics: common assumptions about vocational education and training (VET) that Japan brings into question; Japan's general education system and the moral quality and prestige status of the teaching and learning process; screening processes within Japan's education system and different attitudes toward vocational education in rural and urban areas; vocational streams in the mainline formal education system (the secondary level, specializations, technical high schools, teaching and assessment of practical subjects, commercial high schools, formal qualifications, colleges of technology, junior colleges, universities, university-industry liaison, overall standards); postsecondary, nonuniversity VET (Ministry of Labour system, Ministry of Health nursing schools, central and local government provision, private training schools, placement of graduates, public assistance); training in enterprises (lifetime employment and training, off-the-job lecture courses, nonformal in-firm training, correspondence courses, enterprise-operated qualification systems); standards and qualifications (skill testing, skill testing bodies, qualification examinations run by the central government, nonofficial qualifications); public expenditure on VET (budgets and priorities); and policies and prospects (policy coordination, consultation and research, recent trends). The book contains 91 references and 32 tables/figures. Appended is the 1994 Ministry women's perspectives on the following topics: their upbringing and goals while growing up; juggling career and family; spending time with children; and their happiness with their choices, along with changes they would make if they had to do it over again. Recurrent themes were identified: the importance of family; the enjoyment of work; and respect for friends, relatives, and other women who have made other choices. The 11 interviewees are as follows: Judy Woodruff, prime anchor and senior correspondent, CNN; Susan Molinari, former Congresswoman from New York; Linda Chavez-Thompson, Executive Vice President, AFL-CIO; Janice Weinman, former Executive Director of American Association of University Women; Mary Matalin, political strategist and commentator; Gail Shaffer, Chief Executive Officer, Business and Professional Women, USA; Carole Simpson, anchor, ABC's World News Tonight Sunday; Iris Chang, author, "The Rape of Nanking"; Ellen Levine, Editor-in-Chief, "Good Housekeeping"; Irene Natividad, principal, Natividad & Associates, and Co-President, Global Women's Trade Network; and Kathleen Kennedy Townsend, Lieutenant Governor of Maryland. (YLB)

ED 429 233 CE 078 506

Adult Education for the Homeless: A Program in Jeopardy.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; *Disabilities; Economically Disadvantaged; Federal Aid; Federal Legislation; *Federal Programs; *Homeless People; *Job Training; Program Effectiveness; Program Evaluation; Program Termination; Success; *Welfare Recipients
IDENTIFIERS- *Adult Education for the Homeless Program; Welfare Reform

During its 8-year history, the federal Adult Education for the Homeless Program (AEH) pioneered new methods of service to adults in need and benefited over 320,000 homeless adults and families. Despite an evaluation that documented program success, funding was rescinded from the 1995 federal budget and never reinstated. AEH programs developed the capability and capacity to improve the lives of homeless families and could be viewed as an important technique for welfare reform. Programs were highly successful in preparing learners for employment and training opportunities. In the process, AEH contributed direct economic benefits to employers and communities and social and financial benefits to homeless individuals and families. AEH programs proved useful in helping adults with disabilities overcome personal and societal obstacles to meet everyday challenges. AEH programs were developed to deal with homelessness in holistic ways, to help adults improve all aspects of their lives. Practitioners worked with homeless service delivery providers to provide AEH students access to homeless services. Loss of dedicated AEH funding caused significant harm to efforts to reach and serve homeless adults and families. Short- and long-term policy options were suggested for consideration by national and state policy makers. (Appendixes include 15 websites of relevance to educators and learners; the article, "Silencing Street Voices" by Sally S. Gabb; and "Learning to Hope" report by Darrel Drury and Judy Koloski.) (YLB)

ED 429 234 CE 078 507

Teachers

This presentation takes an historical approach to homosexuality and homophobia in public schools. The methodology of "history from below" is applied. Methodological considerations are discussed, and experiences of gay and lesbian teachers and students are explored. The psychological, moral and political meanings various groups attach to homosexuality are reviewed in the context of history, paying attention to political issues and the pathologization of homosexuality. The legacy of the McCarthy era "witch hunts" is discussed. Despite the American Psychiatric Association's removal of homosexuality from the "Diagnostic and Statistical Manual of Mental Disorders" in 1973, a number of educators and administrators have continued to view it as a form of mental illness. Since the 1970s, the emerging gay and lesbian rights movement coupled with the rise of the religious right have served to polarize the politics of American public education. Suicide is a major problem among young homosexuals. The fight against California's "Proposition 6," which would have barred gays and lesbians from working in public schools, is reviewed. The coming of AIDS to the United States heightened public awareness of homosexuality and presented an opportunity for education. The political and social climate of the 1990s has intensified the paradoxes. Appendix A shows results of a Dissertation Abstracts search and ERIC search. (Contains 58 references.) (EMK)

ED 429 253   CG 029 175

Chmielewski, Todd L.; Dansereau, Donald F.
Node-Link Mapping Promotes Top-Down Learning.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; College Students; *Concept Mapping; Higher Education; Knowledge Representation; Learning Activities; Learning Strategies; *Transfer of Training

Transfer of training in the construction and use of knowledge maps to text comprehension was investigated. Knowledge maps (k-maps) are spatial/verbal arrays that represent information in the form of node-link diagrams. K-maps make the macrostructure of a body of information more easily available to the learner. Because k-maps emphasize relationships and organizational patterns, training a person in the construction and utilization of these displays may help them implicitly structure and encode information in a variety of other presentation formats. If training in k-mapping results in improved ability to learn without explicit use of the strategy, then this expensive training would be more cost-effective. Participants who received extensive training in the production and processing of k-maps were compared to controls (N=53). Differences in ability and motivation were controlled. Participants who received the training recalled significantly more macro and micro level ideas. Results indicate that k-map training facilitated recall for ideas; however, students may not have been aware of the advantages they received from the training. Apparently, training in mapping promotes students to utilize a top-down learning set that facilitates their acquisition of text information. (Contains 7 references.) (EMK)

ED 429 254   CG 029 176

Silver, Rawley

assess children's learning at the outset of formal schooling. The idealist or nativist view claims that children's proficiency in school is a function of the child's maturation. The empiricist or environmental view sees readiness in terms of proficiency with a specific set of skills. The social constructivist perspective describes readiness as a function of the meanings and values assigned by an individual school community. Each of these views presents dilemmas for young children's learning and teachers' instruction. The paper identifies a fourth view--the interactionist--as a means for resolving these dilemmas. This perspective attends both to what children know and to the capacity of schools to adapt experiences for children who demonstrate different strengths and needs. The instructional tasks that emerge are grounded in a comprehensive assessment of the child's skills, knowledge, behaviors, and accomplishments. Contains 84 references and 3 tables and a figure of data. (RS)

ED 429 273 CS 013 521

Florio-Ruane, Susan; Raphael, Taffy E.; Glazier, Jocelyn; McVee, Mary; Shellhorn, Bette; Wallace, Susan
Culture, Autobiography, and the Education of Literacy Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autobiographies; Cultural Differences; *Cultural Influences; Elementary Secondary Education; Ethnicity; Faculty Development; Higher Education; *Literacy; *Teacher Attitudes; *Teacher Education

A study addressed two challenges in American teacher education: (1) the differences in background between a largely Euro-American teaching force and the diverse pupils it serves; and (2) the difficulty of teaching about literacy and culture in responsive ways. Working with a group of teachers, the study used ethnic autobiographies, written by authors to illustrate cultures other than late 20th century white America, combined with a context for discussion around these books new to many teachers--"Literary Circles." Results indicated that, for the teachers who participated in Literary Circles, the ethnic literature and autobiographies became the means for conducting autobiographical studies of their own lives and, in turn, led to changes in teachers' beliefs about literacy, schooling, and cultural identity. Findings suggest that the combined activities of reading, writing, and discussion have the potential to simultaneously foster personal and professional development. Contains 20 references and a 24-item list of works studied in the Literary Circles. (RS)

ED 429 274 CS 013 522

Kendrick, Jane M.
Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Literature Reviews; *Males; *Middle

common characteristics in teachers' lives schools and districts they teach in nurtured a climate that (1) orchestrated coordinated efforts to improve student achievement; (2) fostered teacher participation in a variety of professional communities; (3) created structured improvement activities in ways that offered teachers a strong sense of agency; (4) valued commitment to the teaching profession; (5) engendered a caring attitude that extended to colleagues and students; and (6) fostered a deep respect for lifelong learning. Contains a table and 44 references. (NKA)

ED 429 296 CS 216 640

Jackson, Mildred L.
"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Popular Culture and American Culture Association (San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discussion Groups; *Females; Informal Education; *Literature Appreciation; *Organizations (Groups); *Public Libraries; *Recreational Reading
IDENTIFIERS- Library History; Michigan (Kalamazoo); *Reading Groups; *Study Groups; Womens Clubs

This paper examines the Kalamazoo Ladies' Library Association during the 25-year period in the last half of the 19th century when the association formed a Reading Circle, held Social Meetings, and finally established a Ladies' Library Club. The Reading Circle met weekly and bi-weekly between 1861-1868; the Social Meetings took place once a month between 1856 and 1861 and again in 1867, while the Ladies' Library Club began in 1873 and met until the 1890s. Each group discussed and studied various topics and literary works and had its own rules and procedures. The Reading Club, for example, allowed male membership and participation. The paper focuses on the structure and topics of the Reading Circle and the Social Meetings and the differences in approach. It examines not only what was studied but also the way gender influenced differences in the reception of and interpretation of literature by men and women in the Reading Circle. It also explores topics discussed in the Social Meeting where some participants felt more freedom to state opinions and extend the discussion of topics over several weeks. Changes in the focus for the study groups between the pre-Civil-War era and the post-Civil-War era are considered in the paper as well. Contains 32 notes and 4 references. (NKA)

ED 429 297 CS 216 642

Witucki, Rose M.
Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
PUB DATE- 99
NOTE- 36p.; Research Paper, California State University at Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Writing. Tryout and Pilot Technical Report.
PUB DATE- 98
NOTE- 105p.; For related documents, see CS 013 543, ED 428 944-945.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Pilot Projects; *Reading Achievement; Student Writing Models; *Test Construction; *Test Format; *Writing Achievement; Writing Tests
IDENTIFIERS- *Michigan High School Test

As part of the test development process, this technical report is intended to present technical information from the tryout and pilot stages of the Michigan High School Proficiency Test (HSPT) in Communication Arts: Writing. There are four major parts to this report. Part 1, Evolution of the HSPT in Communication Arts: Writing, introduces the purpose, the legislation, and the committees involved in the test development. Development of the writing assessment framework and the framework structures is briefly described in this part. Part 2 provides an overview of the exercise development of the test. Part 3 summarizes the process used in sampling, the tryout design, the rating process for constructed-response questions, reader reliability, test statistics and analyses, and other technical issues for the HSPT in Communication Arts: Writing tryout and pilot administrations. Summary results from student and teacher surveys conducted during the tryout stage are included in Part 4. Appendixes contain lists of committee members; expert panel recommendations; holistic scorepoint descriptions; tryout and pilot statistics; survey instruments; and survey results. (RS)

ED 429 321 CS 216 691

Graves, Donald H.
Bring Life into Learning: Create a Lasting Literacy.
PUB DATE- 99
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Artists; *Characterization; Elementary Education; *History Instruction; Reading Instruction; Role Playing; *Science Instruction; Scientific Enterprise; *Scientists; Writing Assignments; Writing Instruction

Aiming to bring a new sense of adventure to teaching and learning by focusing on the lives of historical figures, artists, and scientists, this book is a "how-to" for teaching the most important lesson of all: becoming human. Each chapter includes several "Actions" designed to bring the human aspect of various disciplines center stage while teaching essential learning skills. It includes sample scripts for historical role plays, charts for delineating characters' motivation, art exercises, interview scripts, lists for recording personal observations on science and nature, and more. Chapters in the book are: (1) Let's Bring People Back into the Curriculum; (2) A Workshop on People; (3) Learning to Read Characters; (4) A Reading and Writing Workshop on Character; (5) Constructing Ourselves; (6) People and History; (7) Opening New Doors to History; (8) Artful Thinking; (9) Let the Arts Lead ; (10) From Seeing to Art; (11) Science: Change in Motion; (12) Learning to Think information on the student composition of charter schools and a question-and-answer section that answers some of the frequently asked questions about the Massachusetts Charter School Initiative. The profiles of the 24 schools include a one-page description of the school, its origin and mission, and the focus of the curriculum. Statistics on total enrollment, grades served, number of students on the waiting list, total instructional staff, average cost per pupil, school hours of operation, number of school days, total hours of structured learning time, teacher-salary range, staff turnover, and percentage of teachers certified are provided for each school. A demographic profile and contact information are also included. The report includes short descriptions of the eight schools awarded Commonwealth charters in 1998 and synopses of the five schools awarded Horace Mann charters in that same year. (RJM)

ED 429 342 EA 029 743

Annual Report on School Violence, 1997-98.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Crime; Elementary Secondary Education; *Public Schools; *School Security; Statistics; Student Welfare; Teaching Conditions; *Violence
IDENTIFIERS- *North Carolina

This is the fifth Annual Report resulting from North Carolina's 1993 Safe Schools Act, a legislative initiative that requires schools to report to the State Board specified acts of disruption, crime, or violence. To generate the report, data were collected from all regular public schools in North Carolina via their central offices. The report forms were verified for completion and accuracy and the verified data were submitted for entry and analysis. The findings show that statewide incidents decreased by 7.35 percent for 1997-98, compared to the previous year. For the 13 reported categories of problems, only "possession of a weapon" did not exhibit a decrease compared to the 1996-97 report. The vast majority of schools reported no-to-few incidents: 40.5 percent reported zero incidents, 37.2 percent reported 1 to 5 incidents, and 22.3 percent reported more than 5 incidents. The three highest incidence acts tracked from the beginning of annual reporting--possession of controlled substances and weapons, and assault on school personnel--continue to be the highest incidence acts in this report, with these three problems accounting for 86 percent of all reportable acts in North Carolina public schools. Assaults on school personnel substantially decreased for elementary schools, and sexual assaults and sexual offenses and robbery decreased for both elementary and high schools. (RJM)

ED 429 343 EA 029 746

Hertling, Elizabeth
Peer Review of Teachers. ERIC Digest, Number 126.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English

This report outlines strategies, developed by a state-legislative committee, for reducing the dropout rate in Colorado. The committee also investigated alternative methods of completing a high-school education program and ways of stressing the importance of education to Colorado youth. To gather information, testimonies provided by students, teachers, administrators, counselors, academic researchers, and Colorado Department of Education officials concerning the dropout problem were secured. Information was also gathered on teacher preparation and training, the truancy process, and research that examined at-risk youth and their needs. Based on findings, the committee recommended six bills for consideration in the 1999 legislative session: (1) end both educational clinics for public-school dropouts and the Second Chance Program for problem students; (2) require school districts to evaluate and determine whether a student has an emotional or communicative disorder; (3) raise the upper age for compulsory education from 16 to 17 years; (4) identify gifted students; (5) require the state board of education to adopt rules requiring better definitions of dropout and district transfers; and (6) implement three dropout-prevention strategies, such as mandating that each school include a dropout-prevention plan in its annual accountability plan. The full text for each bill, along with each bill's fiscal impact for the state and the district, is provided. (RJM)

ED 429 363 EA 029 775

Gottfredson, Gary D.; Nettles, Saundra M.; McHugh, Barbara E.
Program Development and Evaluation for Schools and Communities.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Program Development; Program Evaluation

This guide was developed to empower individuals and organizations to solve social and educational problems. It is intended for use by anyone interested in leading groups in developing programs to improve education. The principles and methods that it contains are based on psychological theory and research, and it is intended to stimulate effective action by educational leaders and community organizations. It explains the Program Development Evaluation method, which assists individuals as they develop programs, thus enabling these persons to take advantage of a structure that will help them make useful plans to manage program adoption. The steps it contains encourage needs assessment, and they focus attention on problems that have been ignored so as to help mobilize action. The steps provide a structure to focus problem-solving efforts, using principles from group psychology and the psychology of motivation to overcome obstacles to change. The steps emphasize solutions to problems and promote realism in designating and following up on plans. The document is divided into seven modules: (1) a framework for actions; (2) formulating problem statements and goal statements; (3) preparing action statements; (4) setting objectives; (5) designing the program; (6) implementation standards; and (7) analyzing the force field. A glossary of program-development evaluation terms is lively and fun), E-eliminated (adaptations must have the goal of being eventually faded out), X-explicit (adaptations must have a definite explicit purpose), I-intentional (adaptions should be part of a comprehension individualized plan), B-beneficial (adaptations should benefit the student with disabilities without detracting from the learning of other students), L-limelight (adaptations do not place undue attention on the student with disabilities), and E-evaluated (adaptations should be evaluated on an ongoing basis). Chapter 2 applies these principles to suggestions for adapting reading and mathematics materials, which are grouped into four categories: (1) providing direct assistance, (2) structuring lessons to promote learning from materials, (3) simplifying or supplementing existing materials, and (4) teaching strategies for using materials. (Contains approximately 50 references.) (DB)

ED 429 383 EC 307 117

Schumaker, Jean; Lenz, Keith
Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Disabilities; Inclusive Schools; Individualized Instruction; *Instructional Design; Instructional Materials; *Language Arts; *Media Adaptation; Middle Schools; *Science Materials; *Social Studies; Teaching Methods

This book offers teachers guidelines and suggestions for adapting and/or selecting materials for use with students with disabilities in general language arts, social studies, and science classrooms (grades 6 through 8). Following an introduction, chapter 1 offers a nine-step procedure for adapting materials from first, creating a plan for adapting materials, through fourth, determining the need for content adaptations versus format adaptions for adapting materials, to ninth, fading the adaptation when possible. The following three chapters offer examples of material adaptations including adapting existing materials, mediating existing materials, and selecting alternate materials. These 12 contributions are: (1) "Differentiated Textbook Instruction" (Steve Horton); (2) "The Quality Assignment Routine and the Quality Quest Planner" (Jean Schumaker); (3) "S.O.S.: Survey, Obtain Information, Self-Test" (Jean Schumaker); (4) "Content Organizers" (B. Keith Lenz); (5) "Concept Organizers" (Janis Bulgren); (6) "Mnemonic Adaptations" (Margo Mastropieri and Tom Scruggs); (7) "Problem-Solving Prompts for Performance Assessments" (Jerry Tindal); (8) "Title: The Survey Routine" (Jean Schumaker); (9) "Coherent Text Built around Big Ideas" (Bonnie Grossen); (10) "Reasoning and Writing" (Bonnie Grossen); (11) "Science Videodisc Media" (Bonnie Grossen); and (12) "Connecting Math Concepts, SRA, and Core Concepts Videodisc Programs" (Bonnie Grossen). (Individual sections contain references.) (DB)

*Emotional Disturbances; Government Role; Nontraditional Education; *Prevention; *Special Schools; *Student Placement; *Teacher Qualifications; Violence

This document summarizes the key issues discussed at a "Listening Session" on the topic of alternative schools, held on December 8, 1998. The session was convened at the request of the Secretary of Education, Richard Riley, and included practitioners, researchers, administrators, policy makers, and teacher trainers from across the country who have had significant experience in the area of alternative schools and programs. Key issues included: (1) the importance of comprehensive efforts to prevent students from dropping out of school or behaving in a way that gets them kicked out; (2) the need for a continuum of alternative intervention ranging from close monitoring of a student's attendance to placement in a separate school designed to accommodate students whose behavior interferes with having a successful experience in school; and (3) the need for effective alternative intervention programs and for schools to employ qualified and caring staff who have specialized education and experience in the areas of preventive strategies and managing challenging behaviors, appropriate academic credentials, and a desire to work with the students in these settings. Barriers and challenges to effective alternative programs and schools are discussed, along with indicators of effectiveness. The document closes with a list of recommendations for federal support. (CR)

ED 429 403 EC 307 143

TASH Newsletter, 1997.
PUB DATE- 97
NOTE- 303p.; For 1998 issues, see EC 307 144. TASH is formerly known as The Association for Persons with Severe Handicaps.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; Children; Cultural Pluralism; Early Childhood Education; Educational Legislation; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Parent School Relationship; Self Determination; *Severe Disabilities; Social Integration; Supported Employment; Transitional Programs

Ten issues of the 1997 newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "Multicultural Perspectives: Excerpts from Opening Plenary Session Remarks of Beth Henry"; "Celebration of Twenty Years of Circle of Friends" (Marsha Forest and others); "A Reflection of Parent Empowerment" (M. Carmen S. Ramirez); "School Inclusion and Social Relationships in Italy" (Carol Berrigan and Dennis Taylor); "India's Story: How IDEA Protected Her Rights" (Barbara and M. Wayne Dyer); "Frequently Asked Questions about Part B of the Individuals with Disabilities Education Act"; "Isn't It about Achieving Balance? Participation in Content-Area Classes and Community-Based Instruction in Secondary Schools" (John McDonnell); "Inclusion in the Public Schools: Strategies for Parents" (Mark Partin); "What We Want: By Self-Advocates Becoming Empowered, the New Self-Advocacy Organization" (Rick Betts and others); "The Underachievement of Supported Employment: A Call for Reinvestment" (David Mank); "Positive Behavioral Support with Families" (Joseph M. Lucyshyn and others); "Take Risks, Ride the River" (Barbara Buswell);

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Programs; *Integrated Services; *Mental Health Programs; Program Design; Program Implementation; School Community Relationship; School Involvement; School Responsibility; *School Role

This is the third volume in a series of monographs from the Comprehensive Community Mental Health Service for Children and Their Families Program, which currently supports 41 comprehensive system of care sites to meet the needs of children with serious emotional disturbances (SED). This volume explores sites that are overcoming obstacles to educating children with SED and establishing successful school-based systems of care. Chapter 1, "Background: Children with Serious Emotional Disturbance, Schools, and Systems of Care," discusses promoting practices that involve education in a system of care and meeting the needs of children with SED in school. Chapter 2, "Program Descriptions," describes the South Philadelphia Family Partnership, the East Baltimore Mental Health Partnerships School-Based Program, and Project REACH in Rhode Island. Chapter 3, "Cross-Site Findings: Practices and Lessons for Developing a System of Care," discusses principles of effective school-based systems of care, design features of effective systems, and approaches to implementing an effective school-based system of care. Chapter 4, "Overcoming Barriers To Establishing Comprehensive, Collaborative Systems of Care," reviews barriers such as school structure, decision-making, mandates, financial support, and accountability. Chapter 5 reviews necessary components to creating a system of care. Two appendices contain program contact information and materials, and the National Agenda for Achieving Better Results for Children and Youth with Serious Disturbance. (Contains approximately 80 references.) (CR)

ED 429 422 EC 307 170

Burns, Barbara J., Ed.; Goldman, Sybil K., Ed.
Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 141p.; Volumes I and II not in ERIC; for volumes III, IV, and V, see EC 307 169-171.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Court Litigation; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Programs; *Integrated Services; *Mental Health Programs; Meta Analysis; Program Design; Program Implementation; Staff Development; Supervision; Surveys; Training

French language itself, including the decline in the proportion of Canadians with French as a native language; the growth and decline of various non-official languages in Canada, largely influenced by immigration patterns; growth in numbers and percentage of Canadians who speak both official languages, including geographic distribution patterns, comparison of patterns among Anglophones and Francophones, and growth in the number of Canadians who speak neither official language; and the main factors contributing to changes in the country's language situation during the period in question. The text is presented in both English and French. (MSE)

ED 429 443 FL 025 789

Zoreda, Margaret Lee
La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
PUB DATE- 94
NOTE- 19p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *Cultural Awareness; *Cultural Education; Discussion (Teaching Technique); *English (Second Language); *Film Study; Foreign Countries; Higher Education; Instructional Materials; Literature Appreciation; *Popular Culture; Second Language Instruction; *Short Stories
IDENTIFIERS- Mexico

This paper examines the rationale for introducing popular culture into college-level English-as-a-Second-Language instruction in Mexico, drawing on research and theory in second language instruction, and it offers specific suggestions for classroom presentation of popular cultural content. It is argued that content in popular culture can enhance both the appreciation of Anglophone culture in general and contemporary culture in particular, improve cross-cultural understanding, and provide opportunities for critical examination of the language and critical thinking about cultural issues. Films such as "Breaking Away," "Do the Right Thing," and "Jungle Fever" are recommended as vehicles for introducing popular Anglophone culture and examining of these issues. Several short stories are suggested as a means of opening discussion of feminist, ethnic, and other current social issues. Contains 37 references. (MSE)

ED 429 444 FL 025 790

Beaudin, Maurice; Boudreau, Rene; De Benedetti, George
The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; *Demography; Economic Development; *Economic Factors; Economic Progress; English; Foreign Countries; French; Labor Market; *Language Minorities; *Language Role; *Official Languages; Socioeconomic Status; Surveys
IDENTIFIERS- Acadians; *Canada; Gaspe Peninsula; Prince Edward

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Sign Language; *Deafness; Elementary Secondary Education; *Graduation Requirements; Higher Education; *Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest provides a brief overview of American Sign Language (ASL) and discusses its study as a foreign language in U.S. schools and institutions of higher education. The following questions are addressed: (1) Is ASL a language?; (2) If ASL is used in the United States, how can it be considered a "foreign" language; (3) Are ASL users in this country part of a different culture; (4) Is there a body of literature in ASL?; and (5) Is ASL easier to learn than other foreign languages? A 10-item list of ASL resources is provided. (Contains 10 references.) (Author/JL)

ED 429 465 FL 801 299

Anderson, Catherine, Ed.
Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
SPONS. AGENCY- Fannie Mae Foundation, Washington, DC.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Advertising; Classroom Techniques; *English (Second Language); *Homeowners; *Immigrants; Journal Writing; *Land Settlement; Language Minorities; Literacy Education; *Real Estate; Second Language Instruction; Student Attitudes; Teacher Attitudes

The writings of both teachers and students participating in the New Americans Homeowners Project, a project combining English-as-a-Second-Language (ESL) instruction and information on first-time home-buying for immigrants in language minority groups are presented. The project provided training and technical assistance to ESL teachers, and reached over 200 students of widely varying linguistic backgrounds in the Boston (Massachusetts) area. Teachers' journal entries address these topics: teaching first-time home-buying; exploring content through language; expanding the curriculum and creating new materials; consumer awareness; learning how to stop moving and paying rent; exploring the conflicts of home-owning and home-buying; the consumer culture; using instructional materials; and the project itself. Students' writings discuss: using real estate ads to imagine a dream house; students' imaginings about home-ownership in the United States; the advantages and disadvantages of home-ownership; homesickness; and writing about buying a home. Notes on interviews with students and materials developed for the project are also included. A list of resource organizations is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 429 466 FL 801 300

Citizenship Handbook.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 99

there were 3,264 students enrolled in network courses, about 10.6 percent of system enrollment. A total of 779 students who were enrolled in 23 network courses at either a receiving site (remote) or a studio broadcast site (where students were in the classroom with the instructor) during spring 1996 were surveyed. It was found that responses from both sites were generally favorable toward the courses and the logistical arrangements. A significant difference in average grades was found in only one course. Cost estimates indicated that classroom instruction was the least expensive mode for low enrollment courses (25 students), and that the costs of moderate enrollment courses (110 students) were essentially equal for classroom and network instruction. In high demand courses (220 students), network instruction was estimated to be 47 percent less expensive than classroom instruction. (MDM)

ED 429 487 HE 031 936

Jackson, Lisa R.
Examining Both Race and Gender in the Experiences of African American College Women.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Students; Colleges; *Educational Experience; *Females; Higher Education; Qualitative Research; *Racial Attitudes; Racial Differences; Sex Differences; *Sexual Identity; Single Sex Colleges; *Student Attitudes
IDENTIFIERS- African Americans

This study examined how African American women defined who they were in their respective college contexts, focusing on the roles of gender, race, and institutional type. A total of 20 women from a white coeducational institution, a predominantly white women's college, and a coeducational, historically black college participated in in-depth interviews. The results revealed that the participants believed that being an African American woman meant struggle, being an African American could be problematic, and being an African American meant being conscious of one's identity. Participants from the historically black college most often referred to the struggle of being an African American woman in the larger society, while participants at the predominantly white schools reflected on the issue of being a woman who is different from what the school environment considers "woman." Participants at the predominantly white schools spent much of their energy fighting race-based stereotypes and demanding to be identified, recognized, and respected for both their race and their gender. (Contains 40 references.) (MDM)

ED 429 488 HE 031 937

Good, Jennifer M.; Halpin, Glennelle; Halpin, Gerald
The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).

borrowers who entered repayment status in the 1996-97 reporting period. Data are presented by state and by individual institution and include: (1) number of borrowers who entered repayment status in 1996-97; (2) number of borrowers in default on June 30, 1998; (3) cohort default rate; (4) total number of borrowers in default 240 days or more; and (5) total principal amount outstanding on loans in default 240 days or more. (DB)

ED 429 508 HE 032 000

Ellermann, Horst
From Lecture Hall to Job Centre. Life as a Student in Germany.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Comparative Education; Foreign Countries; Foreign Students; Higher Education; Part Time Students; *Student Experience; Study Abroad; Time To Degree; Undergraduate Study
IDENTIFIERS- *Germany; Time To Degree

Four million people are unemployed in Germany and this is having an impact on the country's universities. Many youngsters who hold university qualifying certificates claim their legal right to attend not because they want a higher education but because they cannot find employment. This booklet tries, by going beyond the facade of "university," to explain why studies drag on so long in Germany. Using case studies and anecdotes to illustrate actual student life in institutions of higher education, the study notes the following: (1) A large number of registered students do not attend lectures, a situation abetted by very low tuition fees; (2) delayed entry due to compulsory military service and the practice of taking internships or apprenticeships to enhance later employment prospects before enrolling in university; (3) "jobbing," or part-time employment, another way in which two-thirds of German college students obtain practical job experience and money; (4) a common attitude that student life should be a period of fulfillment rather than a period of self-denial; (5) almost half of the foreign students (6.8 percent of all students) have no German citizenship but have lived in Germany for extended periods; (6) and the practice by 10 percent of German students of attending a foreign institution for at least one sabbatical year. (DB)

ED 429 509 HE 032 001

Gangi, Robert; Schiraldi, Vincent; Ziedenberg, Jason
New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correctional Institutions; *Drug Legislation; *Educational Finance; Government School Relationship; *Higher Education; *Resource Allocation; *State Aid; State Legislation; Trend Analysis
IDENTIFIERS- *New York

This paper examines trends in the support of public higher

(150)
DESCRIPTORS- Access to Information; Authoring Aids (Programming); Computer Assisted Instruction; Computer Mediated Communication; Computer System Design; Databases; *Distance Education; Educational Technology; *Hypermedia; *Instructional Effectiveness; *Material Development; Models; *Multimedia Instruction; *Multimedia Materials; World Wide Web
IDENTIFIERS- *Learning Environments; Metadata; *Technology Integration; Virtual Classrooms

The accessibility of the World Wide Web and its flexibility for conveying digital information in various forms makes it a convenient mode of communication for education. With the help of a distance learning application called "Easy Ed," this paper demonstrates how these properties of the Web along with a data model can be used to provide a classroom environment on the Internet. Easy Ed provides a rich medium for education that is achieved by integrating information across the different media types (text, video, audio, and graphics) in hypermedia form. Metadata conforming to the data model about different media types is stored in a relational database, which not only facilitates authoring, but also makes it possible to reuse existing instructional material. Another concept of Easy Ed is the dynamic repurposing of content at the time of access. Dynamic information generation helps to customize information according to a user's level of comprehension, the information medium, and hardware compatibility. Five figures present customization and page composition, the system architecture of Easy Ed, object hierarchy in a topic, an example of tour formation, and the interface for display of course views and contents. (Author/AEF)

ED 429 528 IR 019 436

Barbieri, Kathy; Mehringer, Susan
Techniques for Enhancing Web-Based Education.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Interfaces; Computer Oriented Programs; Computer Software; *Computer System Design; Higher Education; *Material Development; Navigation (Information Systems); Programming; Workshops; *World Wide Web
IDENTIFIERS- Cornell University NY; High Performance Computing; Java Programming Language; Learning Environments; *Virtual Classrooms; Web Sites

The Virtual Workshop is a World Wide Web-based set of modules on high performance computing developed at the Cornell Theory Center (CTC) (New York). This approach reaches a large audience, leverages staff effort, and poses challenges for developing interesting presentation techniques. This paper describes the following techniques with their technical implementation, application in the workshop, and assessment by the audience and staff: (1) Web-based editing and program submission using a combination of Java programs and Perl scripts; (2) the glossary, created with JavaScript; (3) using Common Gateway Interface (CGI) scripts to write interactive quizzes; (4) Netscape frames for personalizing navigation; (5)

cognitive apprenticeship of a new community of learners. The authors consider the intranet as a dynamic and virtual environment in which individuals may communicate, share resources, and reciprocally generate and organize learning strategies leading to knowledge and self efficacy. First, the paper describes a proposed architecture supported by an exemplar called SAGE-ISO that includes the following cognitive tools: browsing for information regarding ISO 9000 standards, as well as a company's quality system; advising the user on deploying the quality procedures; and training through a set of learning resources. Secondly, it highlights the following cognitive variables that can act as building blocks towards an efficient intranet foundation: learning should be an active and not a passive experience; learning can be facilitated by situating the learner within an authentic setting; and learners should take charge of their own learning. The final section provides a brief overview of development issues regarding Internet/intranet technologies and tools and presents a proposed architecture. Two figures illustrate the architecture of the intranet training environment and the proposed internal architecture, and a table presents examples of tools and technologies. Contains 13 references. (AEF)

ED 429 547 IR 019 455

Siviter, Phil
Authoring Tools for Courseware on WWW: The W3Lessonware Project.
PUB DATE- 97
NOTE- 6p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Assisted Instruction; *Courseware; Distance Education; Educational Technology; Foreign Countries; Higher Education; Hypermedia; *Material Development; Multimedia Materials; Workshops; *World Wide Web
IDENTIFIERS- University of Brighton (England)

This paper describes the W3Lessonware project being carried out at the University of Brighton (England), the purpose of which is to produce an integrated set of tools for the production of World Wide Web-based educational materials. The project and its objectives are introduced, and an overview of the main deliverables is provided. The general strategy which was adopted to elicit an evolving set of requirements is then outlined. Following a summary of how the main applications (structure editor, document editor, imagemap editor) were integrated, the paper draws some conclusions regarding what the project has achieved and points out areas for future work, in particular the need for an evolving library of courseware-oriented Web templates. (AEF)

ED 429 548 IR 019 456

Taylor, Suzanne Liebowitz; McKay, Donald P.; Culp, Ann; Baumann, Stephen; Elinich, Karen
The Online Learning Academy.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5,

DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Curriculum Development; *Distance Education; *Educational Technology; Educational Trends; Electronic Mail; Higher Education; Information Technology; *Internet; Teleconferencing; Training; World Wide Web
IDENTIFIERS- Access to Technology; Learner Centered Instruction; *Learning Environments; Newsgroups; *Technology Utilization; Video Teleconferencing; Virtual Classrooms; Web Sites

Focusing on online learning opportunities in higher education, this paper reviews the various tools of virtual learning and electronic synchronous and asynchronous communication, discusses their strengths and weaknesses, presents strategies for their best use, and warns against potential pitfalls. Implementation issues, including cost and training requirements, are also discussed. An overview of Internet access and synchronous and asynchronous communication modes is provided. The following virtual learning tools are then described: World Wide Web pages, electronic mail, newsgroups, chat rooms, and videoconferencing. The paper concludes that the main challenge associated with virtual learning environments is to overcome the tendency to replicate traditional classroom practices in the virtual environment and to establish a more learner-centered curriculum. Four figures illustrate the Netscape Internet browser, Eudora Pro electronic mail software, newsgroups at Pepperdine University (California), and virtual meeting rooms. (AEF)

ED 429 566 IR 019 513

Kolios, Anthony
A Virtual Classroom for the Homebound Student.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Audiovisual Communications; Audiovisual Instruction; *Computer Assisted Instruction; Computer Mediated Communication; Computer Software; *Computer System Design; *Distance Education; Higher Education; Homebound; Program Implementation; Teleconferencing; *Visual Stimuli
IDENTIFIERS- Image Transmission; *Virtual Classrooms

This paper describes the implementation of data conferencing to provide visual stimuli to students in the Homebound Program, a college degree program designed to accommodate students who are unable to come to campus for classes. The data conference system, a simpler, more cost effective alternative to video conferencing, transmits still images as opposed to the moving images of a video conference. During the lecture, the remote student "audio attends" via speakerphone. The teacher writes or draws on the input tablet; the image is displayed on the teacher's computer monitor and is projected on a screen for the students in the classroom, while the host broadcasts the image via the network to designated workstations. Hardware and software requirements are listed, and how to set up the system is described. A figure illustrates the data conferencing system. (AEF)

ED 429 567 IR 019 528

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.

are learning collaboratively about how software artifacts can mediate learning and shared cognition. Contains 36 references. (AEF)

ED 429 585 IR 019 546

Bielefeldt, Talbot; Moursund, David; Underwood, Siobhan; Underwood, Daniel
Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Adapted from a report to the National Foundation for the Improvement of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Educational Change; Educational Finance; Educational Improvement; Educational Technology; Elementary Secondary Education; *Partnerships in Education; Professional Development; Program Implementation; Resource Allocation; *School Community Programs
IDENTIFIERS- *Gates (Bill); National Foundation for the Improvement of Educ

This report summarizes findings and recommendations from the Road Ahead Program (1995-1997) of the National Foundation for the Improvement of Education (NFIE), a nonprofit foundation of the National Education Association and funded by Bill Gates, cofounder and CEO of Microsoft Corporation. Twenty-two sites in 15 states were selected by the NFIE. The essential elements of the Road Ahead included: (1) school-community partnerships, (2) a $30,000 grant to each site, (3) three conferences, (4) a teacher mentor assigned to each site, (5) an online network, and (6) Microsoft software. Evaluation surveys focused on two fundamental questions: (1) To what extent were sites able to implement their programs and achieve their explicit objectives? (2) What effects did the Road Ahead model have on the four areas of concern--student learning, professional development, technology use, and systemic change? Findings are discussed in this report in terms of each of these four areas. Factors that helped and hindered the program, program support, and recommendation are also discussed. (AEF)

ED 429 586 IR 019 547

King, Kathleen P.
How Technology Education Transforms Teachers' Perspectives of Their Profession.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Change; Elementary SEcondary Education; *Faculty Development; Higher Education; Information Technology; *Teacher Attitudes; *Teacher Education; Teacher Surveys; *Technology Education; Training
IDENTIFIERS- Technology Role

NOTE- 402p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Literature; *Childrens Libraries; Childrens Literature; *Creative Activities; Elementary Secondary Education; Enrichment Activities; *Library Services; Parent Participation; Preschool Education; Program Guides; *Public Libraries; Questionnaires; *Reading Programs; Resource Materials; *Summer Programs
IDENTIFIERS- Arizona

This manual, designed to help public libraries in Arizona to plan their summer reading programs for children, celebrates the 25th anniversary of the Arizona Reading Program. The material in the manual is prepared for libraries to adapt for their own uses. Chapters of the manual include: (1) Introductory Materials; (2) Goals, Objectives and Evaluation; (3) Getting Started; (4) Common Program Structures; (5) Planning Timeline; (6) Publicity and Promotion; (7) Awards and Incentives; (8) Parents/Family Involvement; (9) Programs for Preschoolers, including bulletin board/wall decorations/clipart, display ideas, finger plays, songs, flannel board stories, recipes, activities, crafts, and a preschool selected bibliography; (10) Programs for School Age Children, including the Arizona Pony Express Pen-Pal Program, display ideas, crafts, recipes, activities, games, storytelling ideas, and a school age selected bibliography; (11) Programs for Young Adults, including crafts, activities, puzzles, and a young adult bibliography; (12) Special Needs; and (13) Resources, including people, companies, and materials. A master copy of a reading log and reading program evaluation form are included. (AEF)

ED 429 606 IR 057 330

South Carolina State Library Annual Report, 1997-1998.
PUB DATE- 98
NOTE- 84p.; For the 1996-1997 annual report, see ED 417 737.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Grants; Institutional Libraries; Library Administration; *Library Development; Library Expenditures; Library Funding; Library Materials; Library Networks; *Library Services; *Library Statistics; Mission Statements; Outreach Programs; Public Libraries; Shared Resources and Services; *State Libraries; Tables (Data)
IDENTIFIERS- Library History; *South Carolina State Library

This report summarizes the activities of the South Carolina State Library for 1997-1998. Sections include: (1) library governance and mission statement; (2) brief library history; (3) details about the organization and operations of the library, including a description of each of the six departments, an organizational chart, a list of library staff, highlights of the year, a financial statement, and a graph of expenditures; (4) data on library services, including services to state government, interlibrary loan, state documents depository, South Carolinas' Virtual Library (DISCUS), services to the blind and physically handicapped, and state library loan statistics; (5) a

and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Higher Education; *Leadership Qualities; Leadership Training; Self Esteem; *Self Evaluation (Individuals); *Student Attitudes; Student Characteristics; Student Empowerment; *Student Leadership; *Student Participation
IDENTIFIERS- Community Service; Volunteerism

This experimental study explores the relationship between students' perceptions of their leadership abilities and the characteristics of community colleges' academic and extracurricular programs. The research examines correlations between participation in school events and volunteer and community service, and the students' self-ratings on their capacities to lead others. The study also considers the characteristics of community college curricular programs that influence students' perceptions of their leadership abilities. The study draws upon data from the 1989 Beginning Postsecondary Students Survey and the 1994 follow-up survey. Findings indicate that participation in school events is positively associated with students' perceptions of their leadership abilities. The students who considered their leadership abilities to be above average were most likely to earn a bachelor's degree. All students in the study who transferred to a four-year institution perceived their leadership abilities as at least average. Positive change in increased perceptions of leadership ability occurred most notably in students majoring in social/behavioral sciences, business/management, and other technical and professional programs. Tables 1A-H measure response rates according to the following variables: (1) being a leader in the community; (2) highest degree attained; (3) 1989-90 degree program; (4) academic coursework; and (5) transfer to first institution by control and type. Contains 11 references. (AS)

ED 429 626   JC 990 191

Rooney, Colleen
Los Angeles Pierce College Planning Guide.
PUB DATE- 99
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Curriculum Development; Educational History; *Educational Planning; Employment Patterns; *Enrollment; *Enrollment Trends; Grades (Scholastic); *Institutional Evaluation; *School Community Relationship; Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Angeles Pierce College CA

This report is designed to help college planners and decision-makers examine trends of the past and concerns of the present. Sections 1 through 5 contain information organized according to gender, ethnicity, age, language, previous degrees, and vocational/educational goals. Section 1 contains a profile of students enrolled for the fall 1996 semester. Sections 2 and 3

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Preparation; Community Colleges; *Developmental Studies Programs; *Outcomes of Education; *Persistence; Program Effectiveness; Program Evaluation; Remedial Instruction; Transitional Programs; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

In response to a District Student Services request, the Institutional Research Office of Miami-Dade Community College conducted a study of the new SLS intervention courses. The purpose of the research was to answer the following questions: 1) Did the SLS courses help in the retention of college preparatory students? 2) Did the SLS courses help students successfully complete college preparatory courses? and 3) Did the SLS courses help in the retention of Standards of Academic Progress (SOAP) students? The study found that college preparatory students who successfully completed SLS had a much higher Fall-to-Winter return rate (87.8%) than students who did not (67.6%). Results on the Standards of Academic Progress indicate a similar ratio: a 76.1% return rate among the students who completed SLS, compared to a 62.5% return rate among students who did not complete SLS. Further, based on nine examined courses, those students who successfully completed SLS had a high passing rate for college preparatory courses (75.6%) than did students who did not take SLS (62.5%). The sample for this study were 4,101 Fall term 1997 first-time-in-college students who tested below the placement score on one or more sub-tests of the CPT, and who had complete sets of scores. Contains 3 tables. (VF)

ED 429 646 JC 990 227

Baldwin, Anne
The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; College Attendance; *College Bound Students; College Choice; *Community Colleges; Decision Making; *Enrollment; *Enrollment Management; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This information capsule presents an overview of the enrollments in the 28 Florida community colleges in comparison to the college-age population in the related counties. The purpose of the report is to determine: (1) the degree of market penetration or percent draw of the "college-age" population; (2) assess the effects of Vocational Technical Centers and universities on the community college draw; (3) study student program area preferences; and (4) examine the potential for increasing enrollments at the College. The college-age populations shown are aggregates of the 15-24 and 25-44 age group for each county. In 1995-96, 12.6% of the Florida college-age population, totaling 783,154 students, enrolled in community colleges. Colleges that drew the highest proportion of the college-age population were also likely to be area Vocational Technical Centers, which focus on adult vocational education, supplemental, and adult basic education program areas. The presence of a public state university within the county of the community college did not noticeably affect the draw of students to the college. In Table 1, colleges are

DESCRIPTORS- Academic Education; Associate Degrees; *Career Development; Career Education; Career Ladders; Curriculum Development; *Education Work Relationship; Educational Legislation; *Educational Needs; Educational Objectives; Educational Philosophy; Educational Research; Educational Theories; *Educational Trends; Equal Education; Federal Legislation; Foreign Countries; High Schools; Higher Education; Integrated Curriculum; *Labor Force Development; Needs Assessment; Program Development; Research Needs; Sex Fairness; Special Needs Students; Teacher Education; Tech Prep; Technology Education; Theory Practice Relationship; Trend Analysis; Two Year Colleges; *Vocational Education; Vocational Education Tea Canada; Pragmatism; *United States
IDENTIFIERS- Canada; Pragmatism; *United States

This book contains 22 papers on workforce education issues for the new century: "Introduction" (Alfred J. Pautler, Jr.); "Vocational Education: Past, Present, and Future" (Cheryl L. Hogg); "A Philosophic View for Seeing the Past of Vocational Education and Envisioning the Future of Workforce Education: Pragmatism Revisited" (Melvin D. Miller, James A. Gregson); "Legislative Review of Workforce Education" (Michelle Sarkees-Wircenski, Jerry L. Wircenski); "Career Education: Basic Concepts and Current Status" (Kenneth B. Hoyt, Pat Nellor Wickwire); "Career Education: The Foundation for School to Work" (J.D. Hoye, Harry Drier); "Overview of Career Development Theory" (Stanley H. Cramer); "Elementary- and Middle-Level Career-Development Issues" (Conrad F. Toepfer, Jr.); "High School Career Development Issues" (Cheryl L. Hogg); "Career Development for All" (Rich Feller, Timothy Gray Davies); "The Tech Prep Associate Degree Program" (John D. Craig); "Issues in Technology Education Related to the Evolution of the Field" (Karen F. Zuga, Phillip L. Cardon); "High School Vocational Education: Facing an Uncertain Future" (Kenneth Gray); "Postsecondary Workforce Education" (Richard A. Walter, Edgar J. Farmer); "Reclaiming a Lost Legacy: Integration of Academic and Vocational Education" (Debra D. Bragg); "Vocational Teacher Education" (Curtis R. Finch); "Curriculum Issues" (David J. Pucel); "Gender Equity in Workforce Education" (Susan J. Olson); "A Canadian Perspective on Vocational Education and Training" (John Gradwell); "Trends and Issues in Workforce Education for Special Populations" (Lynda L. West, Arden Boyer-Stephens); "Research Priorities and Needs in Vocational Education" (Martin B. Parks, Ross E. Moreton); "Future Perspectives in Vocational Education" (William Blank); and "The Transition from School to Careers" (Albert J. Pautler, Jr.). Appended to the last paper is "School-to-Work Transition" (Susan Imel). (MN)

ED 429 180 CE 078 413

Harms, Henry R.; Swernofsky, Neal R.; Reisman, David, Ed.
What's Up in Technology? Teacher's Curriculum Guide.
SPONS. AGENCY- Toyota USA Foundation, Torrance, CA.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Communications; *Education Work Relationship; Electricity; Futures (of Society); High Schools; History; Learning Activities; Lesson Plans; Metals; Production Techniques; Teaching Guides; Teaching Methods; *Technological Advancement; *Technology Education;

NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Correctional Education; *Correctional Rehabilitation; Curriculum; Educational Development; Educational History; Foreign Countries; Personnel; *Public Policy; Staff Development; Vocational Education

The 11 chapters in this book are intended to raise awareness of the wealth of expertise the prison education sector has to offer other adult educators. "Policy Development and Cultural Issues in Australian Prison Education" (Bob Semmens) details the current situation, with a major focus on recent developments in Victoria. "Policy, Praxis, and Rehabilitation: Prison Education in Canada 1945-1995" (Stephen Duguid) examines prison education in the essential context of the "politics of crime and corrections." "The Foundations of Prison Education in the People's Republic of China" (Guo Xiang, Xu Zhangrun) offers an introduction to Chinese prison education. "The Prison Service and Education in England and Wales" (W. Forster) discusses history, aims, curriculum, and the prison education officer as adult educator. "The French Prison Education System: A Regional Structure" (J. Duprey-Kennedy) addresses these topics: historical context and current issues; aims; structure and management; current perspectives and problems; and staff. "Education Policy and Its Translation into Action in Penal Institutions in the Federal Republic of Germany" (Klaus-D. Vogel) gives an overview of the educational possibilities. "Filling the Gap: Education in Latvian Prisons" (Maris Mednis) covers these subjects: aims and purposes; current structures and management; curriculum; current issues and problems; and staffing and staff development. "Prison Education in the Netherlands: Some Issues" (Robert Suvaal) examines the origins of positive and negative influences. "The Education of Convicted Prisoners in the Polish Penal System" (Waldemar Strzalkowski) discusses government guidelines, statistics, vocational training, range of facilities, and achievements of the prison administration. "Developments in Prison Education in Sweden" (Svenolov Svensson, Lis Somander) addresses inmates, educational objectives, organization, programs, and educational development. "Then and Now: Approaches to Correctional Education in the United States" (Thom Gehring, Marilyn McShane, Carolyn Eggleston) addresses major attributes of corrections, summarizes its history, introduces problems and concerns of correctional education professionalization, and reviews connections between education of confined learners and local schools. (YLB)

ED 429 198 CE 078 446

Jarvis, Peter
Ethics and Education for Adults in a Late Modern Society.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Codes of Ethics; Curriculum Evaluation; Distance Education; *Educational Development; *Ethics; Learning; Lifelong Learning; Moral Issues; *Moral Values; *Social Values; Student Evaluation; Teaching Methods

Based on the argument that there is only one universal good and all other moral goods are cultural and relative, this book of Education budget of vocational education. (MN)

ED 429 215 CE 078 463

Lechner, Michael
Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
PUB DATE- 98
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Comparative Analysis; Continuing Education; *Cost Effectiveness; Education Work Relationship; Employed Women; Employment Patterns; Government School Relationship; *Job Training; *Labor Force Development; *Microeconomics; *Outcomes of Education; Private Sector; Public Sector; Salary Wage Differentials; School Business Relationship; Training Methods; Training Objectives; Unemployment; *Vocational Education
IDENTIFIERS- *East Germany; *German Reunification; *Germany

This book presents empirical evaluations of the effects of different types of training programs in East Germany. Chapter 1 presents an overview of labor, the study objectives and results, and discussion of causality and the identification problem in evaluation studies. Chapter 2 examines point estimates of the effects of two types of continuous vocational training--public sector-sponsored training and enterprise-related training--and concludes that, although publicly sponsored training is not associated with any short-term positive effects in the form of increased earnings or reduced unemployment, enterprise-sponsored training has some fairly immediate positive earnings effects but no effect on reducing individual unemployment. Appended to chapter 2 are the following: data, econometrics, specification tests for the partial propensity score, and additional evaluation results. Chapter 3 explores the possibility of obtaining nonparametric bounds for training effects without knowledge of the participation process and concludes that it not possible. Appended to chapter 3 are the following: econometrics, results for on-the-job versus off-the-job training, and additional results for on-the-job training versus no training (for women only). Technical problems that should be addressed in future research are considered in chapter 4. The book contains 110 references and 102 tables/figures. (MN)

ED 429 216 CE 078 465

Usher, Robin; Bryant, Ian; Johnston, Rennie
Adult Education and the Postmodern Challenge. Learning beyond the Limits.
PUB DATE- 97
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Learning; Citizenship Education; Educational Research; Modernism; Research Methodology; Self Actualization; *Social Science Research; *Theory Practice Relationship
IDENTIFIERS- Identity (Psychological); *Postmodernism; Reflective Practice

This book examines the relationship among theory, practice, and research in adult education. Chapter 1 analyzes key features of

Elliott, Barbara G.
Digest of Adult Education Statistics--1998.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; *Adult Literacy; Correctional Education; Economically Disadvantaged; Educational Background; *Educational Finance; English (Second Language); *Enrollment Trends; Federal Aid; Hispanic Americans; Instructional Student Costs; Limited English Speaking; Minority Groups; National Programs; Outcomes of Education; State Aid; *Student Characteristics; Tables (Data); Welfare Recipients

Information on literacy programs for adults in the United States was compiled from the annual statistical performance reports states submit to the U.S. Department of Education at the end of each program year (PY). Nearly 27 percent of adults had not completed a high school diploma or equivalent. In PY 1991, the nation's adult education (AE) program served 8 percent of the eligible population. In PY 1996, 4 million individuals enrolled in AE programs; White and Hispanic students accounted for more than 70 percent; and most were under age 45. Total enrollment in AE programs increased by more than 30 percent between PY 1988 and 1996. National trends in adult basic education, English as a second language, and adult secondary education (ASE) enrollment masked considerable variability among geographic regions. The number of Hispanic students increased by more than 50 percent, and the number of AE participants in correctional facilities increased by nearly 40 percent. During the period PY 1988-96, between 25-37 percent of ASE students obtained an Adult High School Diploma or its equivalent. From PY 1990 to 1996, more than 1.6 million AE students retained their current jobs or advanced in new jobs, and about 240,000 were removed from public assistance. Characteristics of the AE participant population (race/ethnicity, age, gender, educational level) did not necessarily correspond to the target population. From PY 1986 to 1994, federal and state spending for AE increased in every category; state funds were the most important source of funding for services. (Contains 26 tables and 34 figures.) (YLB)

ED 429 235 CE 078 511

Sticht, Thomas G.
Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 98
NOTE- 10p.; Paper prepared for the International Conference on How Adults Learn (Washington, DC, April 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Benefits; Educational Change; *Educational Policy; Educational Practices; *Literacy Education; Role of Education; Workplace Literacy

In the United States and many other nations, adult literacy students are marginalized. To serve the educational needs of

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Development; *Age Differences; *Aging (Individuals); *Attitudes; Children; Older Adults; Problem Solving; *Sex Differences; *Thinking Skills; Young Adults
IDENTIFIERS- *Silver Drawing Test of Cognition and Emotion

This study examined the cognitive skills and attitudes toward self and others in samples of independent seniors and young men and women. Three proceedings were used to address questions of age or gender differences. Study 1 (N=95) compared the scores of older adults (approximate age range, 64-95 years) on the Silver Drawing Test of Cognition and Emotion (SDT) Drawing from Imagination Task to those of young adults (age range 20-50 years, from three colleges). Study 2 (N=73) analyzed SDT Predictive Drawing scores of senior and young adults. Study 3 examined Predictive Drawing scores using four age groups: 53 children, 66 adolescents, 51 young adults, 36 senior adults. The test instrument is described. Methods used include statistical analyses of mean scores, group performances in top or bottom range scores, and the responses of particular individuals. No significant age differences were found between young and independent older adults in ability to solve conceptual problems visually, the use of humor, or drawing about unfortunate subjects of stressful relationships. The difference in findings between these studies and the literature on older adults based on those in institutional settings is discussed. Control over one's activities may be a critical factor in successful aging; fear of losing this control may have adverse effects on cognition and emotional well-being. Data analyses and examples of drawings are appended. (Contains 12 references.) (EMK)

ED 429 255 CG 029 208

DeSimone, Angelo J.
A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Conference of the Florida Association of School Psychologists (25th, Tampa, FL, November 3-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; Job Analysis; Job Satisfaction; National Surveys; *Occupational Information; *School Psychologists
IDENTIFIERS- *Florida; Individuals with Disabilities Education Act

Data on practicing school psychologists (N=211) were derived from a modified version of the National School Psychologists Questionnaire to determine the characteristics of Florida school psychologists. Significant differences were found between the actual and preferred time (in hours) that Florida school psychologists engaged in job functions, which were identified as assessment, counseling, consultation, research, and "other services." Further analysis revealed no difference

School Students; Middle Schools; *Reading Habits; *Reading Material Selection; *Reading Skills; *Recreational Reading; Student Surveys; Teacher Surveys
IDENTIFIERS- Self Selection (Reading)

Based on research indicating successful readers have several common characteristics (student choice and availability of reading materials, time for reading, and time to talk about their reading), a study explored research findings about each characteristic and surveyed middle grade teachers' reading practices in the classroom. Seventh-grade students (n=124) in a small southeastern city and seven of their teachers were surveyed concerning student reading. Results indicated: (1) excluding textbook assignments, the majority of boys surveyed do not read and do not enjoy reading; (2) teachers and parents encourage students to read, but fewer than half are engaged in reading to boys; (3) teachers do not provide a time for personal sustained silent reading during the school day; (4) middle grade boys do not read unless required by their teachers; and (5) assigned reading materials are not the reading materials preferred by middle grade boys. (Contains 7 tables of data and 21 references.) (NKA)

ED 429 275 CS 013 523

Smith, Carl B.; Ruff, Regina
Phonics Plus, Book A (Levels K-1).
PUB DATE- 98
NOTE- 103p.; For Book B, see CS 013 524.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Consonants; Parents as Teachers; *Phonics; Primary Education; *Reading Skills; Vowels; Writing Skills

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing the alphabet and the initial sounds in words through a series of 78 lessons. It is appropriate for parents to use with their kindergarten and beginning first grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. After a preface and advice on getting started, sections of the workbook focus on printing letters of the alphabet, consonant letters and sounds, and the short vowels. (RS)

ED 429 276 CS 013 524

Smith, Carl B.; Ruff, Regina
Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
PUB DATE- 98
NOTE- 130p.; For Book A, see CS 013 523.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Consonants; Parents as Teachers; *Phonics; Primary Education; *Reading Skills; *Vowels; Writing

(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Language Arts; Literature Reviews; *Public Schools; *Reading Instruction; Staff Development; Whole Language Approach; *Writing Instruction
IDENTIFIERS- *California

With the introduction of the "whole language" approach to literacy and an emphasis on "across the curriculum" learning, the effective instruction of writing has taken on an added importance during the past two decades in California. Recent public demands for a "back to basics" school curriculum where the mastering of individual skills is valued has prompted the issuance of rigorous statewide standards and the rewriting of the California Reading/Language Arts Framework. In response to these events, this paper answers the following questions: (1) What are the current practices to inservice teachers of upper elementary students in the instruction of writing?; and (2) Which staff development models for the instruction of writing are best in accord with the new Reading/Language Arts Framework? The paper presents sections on the following: relevant definitions; a history of the topic/major contributors and contributions; major issues and controversies; model practices and programs; synthesis and analysis; conclusions; and recommendations. Contains 21 references and a 9-item bibliography. (NKA)

ED 429 298 CS 216 643

Pounds, Buzz R.
Student-Created Contracts: Building Responsibility from the Bottom-Up.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Freshman Composition; *Grading; Higher Education; Instructional Innovation; *Performance Contracts; Portfolio Assessment; *Self Evaluation (Individuals); *Teacher Student Relationship
IDENTIFIERS- Learning Environment; *Student Centered Assessment; Student Cooperation

While scholars--Elbow (1997), Dolphin (1997)--have suggested contract grading, most contracts are initially created from the top down to promote the accountability required by administrators. Additionally, Radican (1997) describes issues of accountability in portfolio assessment. This paper describes the use of contracts along three major assumptions/outcomes: (1) contracts promote individual responsibilities within the framework of differing abilities; (2) contracts promote decentering the teacher as authority; and (3) contracts foster valuable self assessment, allowing for writing which seeks to please the primary audience--the writer. The paper focuses on the issue of the instructor's negotiation of first-year composition as a possible site of teaching and learning, yet also as a site of assessment (with the question of who judges the work or outcomes of a TA/adjunct's first-year composition classroom). It details the writing processes and assessment processes the students developed and implemented. Contains 8 references. (NKA) through Science; and (13) Bring Life into Learning. (RS)

ED 429 322 CS 216 693

Writing: Revised Model of the Assessment. High School Test.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Student Writing Models; Test Coaching; Test Content; Test Format; *Writing Achievement; *Writing Evaluation; Writing Processes; Writing Skills; Writing Tests
IDENTIFIERS- *Michigan High School Test

Designed to provide an experience as close as possible to the actual assessment, this paper presents the revised model of assessment in writing for the Michigan High School Test (HST). The revisions incorporated into the paper reflect the testing transition from the High School Proficiency Test to the HST. Session 1 looks at how well students can think critically and report and/or reflect on their own writing. Session 2 looks at how well they can write an extended piece of writing in response to a given topic. Sample student papers (for each session and at each ability level) and a scoring guide are attached. (RS)

ED 429 323 CS 510 031

Siddens, Paul J., III
2010 and Beyond: Virtual Reality and the Communication Classroom.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Joint Meeting of the Central States Communication Association and the Southern States Communication Association (St. Louis, MO, April 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Educational Practices; *Educational Technology; *Educational Trends; *Futures (of Society); Higher Education; Intellectual Disciplines; Internet; Multimedia Instruction; *Virtual Reality

The use of virtual reality technology in the Communication discipline is a challenge that educators in the field should investigate thoroughly and begin to embrace as they move into the 21st century. Classrooms with access to the Internet allow students to move outside the physical boundaries of the classroom and suggest a significant change in how classrooms will be designed and used in the future. Three specific directions that classrooms and teaching might move as technology asserts itself more and more into education are: (1) a permutation of the current historical model of classrooms and teaching; (2) distance education; and (3) self-directed learning using virtual reality. Serious attention has been brought to using virtual reality as a teaching tool in formal educational settings only in the 1990s. Virtual reality is currently being used and explored in educational settings. The next 10 years should see continued activity and the creation of more alliances to design and develop virtual reality programs for use in education. The future of virtual reality in education might include Individual Virtual Environment Pods in which students interact physically and vocally with people and experiences based on specific pedagogic goals. Teachers in such a future would create electronic and computerized modules and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Peer Evaluation; *Personnel Evaluation; Professional Development; *Teacher Improvement
IDENTIFIERS- ERIC Digests

This digest examines peer review, focusing on how these types of reviews can improve teacher competence. Peer review is often linked to peer assistance, which helps new and veteran teachers improve their knowledge and skills. In peer-review programs, consulting teachers conduct formal evaluations and recommend whether the participating teacher should be retained or let go. Programs in Columbus and Toledo, Ohio, have shown that peer review not only helps schools retain teachers, it also provides ongoing evaluations for teachers. Some of the potential benefits of peer review include more teachers receiving help and more incompetent teachers being dismissed. Under peer review, teachers take a more active role in their progression, and teachers and principals can become allies in improving teaching standards. However, critics of peer review say that it presents legal problems for local union affiliates in that consulting teachers could be classified as supervisors and thus lose their bargaining-unit status. Those opposing peer review also claim that it does not address the real problems that lie behind teacher quality. Overall, the future of peer review remains uncertain; currently, only a handful of districts practice peer review, making it difficult to draw conclusions. (RJM)

ED 429 344 EA 029 747

The Four-Day School Week. Revised.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Extended School Day; *Flexible Scheduling; Instructional Innovation; *School Schedules
IDENTIFIERS- Colorado; *Four Day School Week

This paper provides an overview of the 4-day school week being utilized by 36 school districts in Colorado. These districts, which tend to be rural and sparsely populated, schedule 7.5 hours per day for 144 days of school instead of the normal 6 hours for 180 days. Colorado law requires school districts to schedule 1,080 hours per year of instructional time for secondary schools and 990 instructional hours for elementary schools. Fifteen districts have no Monday classes and 20 districts have no Friday classes. The law allowing for a 4-day week was passed in 1980, and its implementation proved popular with students, parents, and teachers. The initial reason for the change was financial; the shortened week saved substantial amounts in transportation, food costs, utilities, and staff expenditures. However, the truncated week presents possible problem areas, such as child care for the off days, the effects on instructional time, political concerns over a shortened school year, and how a 4-day week affects student performance. Reliable data on the last feature are yet to be determined. The 4-day week seems to meet a need for communities that are small and rural but may also prove useful for larger, urban areas. Contact information for superintendents of districts on the 4-

included. Contains 10 references. (RJM)

ED 429 364 EA 029 778

State Issues Report, 1997-98.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; National Surveys; Political Issues; Preschool Education; *School Law; State Action; *State Legislation

This report profiles legislative action affecting pre-K-12 education in the 50 states during the 1997-98 school year. The information was collected from Lexis-Nexis, legislative staff, state newsletters, school board/teacher associations, and various media. The resulting report, compiled by the Education Commission of the States Information Clearinghouse, has not been analyzed and was rapidly processed to be released in printed form at the earliest possible date. The material is separated by topic and is arranged alphabetically. Each topic features the states affected by the legislation, the status of the legislation, and a summary of the legislation's content. The many topics addressed here include accountability, accreditation, administrators/principals, adult education, assessment/testing, at-risk youth, attendance, bilingual education, business/industry/education, charter schools, child abuse/protection, choice, collective bargaining, community education, community involvement, community service/volunteerism, compensatory education, correctional institution education, counseling guidance, curriculum, deregulation/waivers, discipline, early-childhood education, elementary education, enrollment, equity, extended day, finance, gifted and talented, governance, health, immigrants, incentives/sanctions, instruction methods, interagency collaborations, kindergarten, libraries, literacy, magnet schools, middle schools, neuroscience, nonpublic schools, official English, parent/family, partnerships, postsecondary, privatization, religion, safety/crime/violence, scheduling, school boards, school districts, secondary schools, sexual harassment, site based management, special education, teacher evaluation, technology, textbooks, urban schools, vocational education, and vouchers/tax credits. (RJM)

ED 429 365 EA 029 779

Aeby, Victor G.; Thyer, Bruce A.; Carpenter-Aeby, Tracy
Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
PUB DATE- 99
NOTE- 34p.; "This paper is based upon the senior author's dissertation research conducted under the supervision of the second author."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; Dropout Research; Elementary Secondary Education; High Risk Students; *Nontraditional Education; *Parent Participation; Parent School Relationship; Program Effectiveness

This paper evaluates the effectiveness of an alternative-school program. The research compared 1 year of the program, where there was no parental involvement, with a second year, which

ED 429 384 EC 307 118

Struck, Linda M.
Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Disabilities; Elementary Secondary Education; Interdisciplinary Approach; Interviews; Legal Responsibility; Predictor Variables; Prevention; Questioning Techniques; *Symptoms (Individual Disorders); *Teacher Responsibility
IDENTIFIERS- *Child Abuse and Neglect Reporting

This booklet is designed to help Virginia special educators, law enforcement, and child protective service professionals recognize and understand abuse and neglect of children with disabilities; improve the reporting accuracy when there is suspicion of child abuse/neglect; and provide strategies for interdisciplinary collaboration that will facilitate a sensitive and effective response. Information is provided on: (1) the relationship between child maltreatment and disabilities; (2) risk factors; (3) indicators of abuse/neglect in children with disabilities; (4) disability types; (5) interview techniques; (6) Virginia child abuse and neglect laws; (7) definitions of child abuse/neglect; (8) issues and concerns about reporting; (9) procedures for making a report; (10) a brief explanation of what happens when a report is made; and (11) abuse/neglect prevention strategies for children with disabilities. An appendix includes a glossary of disabilities, information on the continuum of disabilities and developmental language skills, a prevention curricula for children with disabilities, and a list of local social services departments. Contains 17 references. (CR)

ED 429 385 EC 307 119

Kronberg, Robi M.
Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
SPONS. AGENCY- National Postsecondary Education Cooperative.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Comparative Analysis; *Disabilities; Elementary Education; Grade 5; Grade 6; *Heterogeneous Grouping; *Inclusive Schools; Intermediate Grades; Interviews; Self Efficacy; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; Teacher Student Relationship; *Teaching Methods

This report describes the outcomes of a study that examined teacher efficacy in order to generate an exploratory and explanatory theory of teacher efficacy in the context of four heterogeneous fifth and sixth grade classrooms. It investigated

"No Time for Silence" (Douglas Biklen); "Blending Best Practices for Young Children: Inclusive Early Childhood Programs" (Marquita Grenot-Scheyer and others); "One Community's Efforts To Promote Child Care Inclusion" (Dianne Apter and Pam Walker); "Dave Hingsburger's Hot Fudge Sunday'" (Dave Hingsburger); "Practical and Useful Tools for Change" (Marsha Forest and Jack Pearpoint); "Standing in Support, Not Control: Training toward Self-Reliance, Inc." (Pam Walker); "Conversion from Facility-Based to Community-Based Employment Supports: Preliminary Results of a National Study" (Pat Rogan and others); "Why Are We Reinstitutionalizing People during the Day?" (Leslie L. Wilson); "People First Members Work To Tear Down Institution Walls"; "Supported Employment: Ten Years After" (Michael West and others); "Children with Disabilities in Youth Sports" (Cynthia Burkhour); "Inclusion as a Force for School Renewal" (John O'Brien and Connie Lyle O'Brien); "Solution Circle: Getting Unstuck: A Creative Problem Solving Tool" (Jack Pearpoint and Marsha Forest); "Gay Man with Disabilities Troubled by Life's Barriers" (Anne Harris); "Inclusion and the 1997 IDEA Amendments" (Frank Laski); "Self-Determination and the Search for Community" (Dennis Harkins); "Self-Determination: Transferring Agency Control by Re-Thinking Its Role" (James Dehem and Lisa Chapman); "Self-Determination--A Family Perspective" (Cameron Tease); "Self-Advocates Discuss What Self-Determination Has Meant to Them". (DB)

ED 429 404   EC 307 144

TASH Newsletter, 1998.
PUB DATE- 98
NOTE- 331p.; For 1997 issues, see EC 307143. TASH was formerly The Association for Persons with Severe Handicaps.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; Correctional Rehabilitation; Criminology; Cultural Differences; Deinstitutionalization (of Disabled); *Disabilities; Elementary Secondary Education; Federal Legislation; Foreign Countries; Inclusive Schools; Independent Living; Individualized Programs; Labeling (of Persons); Leisure Education; Long Range Planning; Recreation; *Severe Disabilities

The ten 1998 issues of the newsletter of TASH comprise this document. An issue typically contains news items, a column by the organization's executive director, reports from special interest groups, legislative testimony, conference information, and several major articles, such as the following: "A Q&A on IDEA 97 with Tom Gilhool"; "Positive Behavior Supports and IDEA"; "Highlights of the Discipline Provisions of the Individuals with Disabilities Education Act Amendments of 1997"; "1997 TASH Conference Keynote Address" (Reed Martin); "Institution Closures Continue at an Average of More than 12 per Year" (K. Charlie Lakin and others); "Fighting To Keep 'Em In" (Josie Byzek); "The Deinstitutionalization of America" (James W. Conroy); "Power Sharing between People with Substantial Disabilities and Their Assistants" (John O'Brien and Connie Lyle O'Brien); "Teaching Students To Play" (Linda A. Heyne); "Inclusive Recreation: A Parents' Guide to Quality" (Stuart J. Schleien and John E. Rynders); "It's Summer Time! Let's Go to Camp" (Cynthia Burkhour); "Recreation-Human Services Partnerships: The Rural Recreation Integration Project" (Lynn Anderson and others); "Future Planning for Your Child Takes More than a Will"; "Current Trends in Providing

This is the fourth volume in a series of monographs from the Comprehensive Community Mental Health Service for Children and Their Families Program, which currently supports 41 comprehensive system of care sites to meet the needs of children with serious emotional disturbances (SED). This volume identifies the essential elements of wraparound services, provides a meta-analysis of the research previously done on the topic, and examines how three sites are turning wraparound into promising practices in their system of care. Chapters address: (1) the history of the wraparound process, including significant legal cases, programmatic roots of the wraparound process, community involvement concepts, and the rapid growth of wraparound; (2) the conceptual framework for wraparound, including the 10 essential elements and 10 requirements for implementation of wraparound at the practice level (requirements for a referral mechanism, resource coordinators, formation of the child and family teams, and an interactive team process and formation of partnerships to develop individualized plans); (3) 3 wraparound model sites; (4) the findings of the state/territory wraparound survey (n=55) that indicate 88 percent are providing wraparound services; (5) training and quality monitoring; and (6) case studies of wraparound services. Appendices include values and principles for the system of care, wraparound survey of state child mental health directors, and potential elements essential to the wraparound process. (Contains approximately 50 references.) (CR)

ED 429 423 EC 307 171

Meyers, Judith; Kaufman, Martha; Goldman, Sybil
Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 118p.; Volumes I and II not in ERIC; for volumes III, IV, and V, see EC 307 169-171.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Agency Cooperation; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Programs; Inservice Education; *Integrated Services; Mental Health Programs; *Minimum Competencies; Postsecondary Education; Preservice Teacher Education; *Professional Development; Program Design; *Training Methods

This is the fifth volume in a series of monographs from the Comprehensive Community Mental Health Service for Children and Their Families Program, which currently supports 41 comprehensive system of care sites to meet the needs of children with serious emotional disturbances (SED). This volume examines theories of adult learning, core values, and four key areas (cultural competence, family-professional relationships, systems thinking, and interprofessional education and training), and looks at promising practices that are combining these concepts into a successful sustainable training program. Individual chapters address: (1) changes in treatment and service systems that challenge traditional training approaches;

Island; Quebec

Socioeconomic profiles of two Canadian communities are presented in which the language spoken, an official language, is also a minority language: the French-speaking Acadian minority in an area of Prince Edward Island, and an anglophone minority in the Gaspe Peninsula. The profiles are designed to establish a comparative base from which to assess the relative economic vitality of each minority in its regional context. The study has three phases. The first consists of community profiles; information given about each community includes: demographic data and the relationship between demography and linguistics; the labor market; economic structure; education; income level and source; characteristics of the female labor force; and the comparative status of the minority group in this context. The second phase consists of interviews conducted in selected linguistic minority communities (francophone and anglophone) in Prince Edward Island and Quebec. Responses to the survey questions are summarized for each area covered. The third phase is a summary and conclusions drawn about the two communities profiled and analysis and action framework for linguistic minority communities in general. Contains 23 references. (MSE)

ED 429 445 FL 025 791

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Declining Enrollment; *Enrollment Influences; Enrollment Trends; Foreign Countries; High School Students; High Schools; Interviews; *Language Enrollment; Language Teachers; Second Language Learning; *Second Language Programs; *Second Languages; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *Scotland

A study of the decline in second language enrollments in Scotland's upper secondary schools is summarized. A survey conducted in 1998, sent to a random sample representing 25 percent of all secondary schools in the country, elicited administrator and language teacher opinions concerning factors influencing language enrollments. Some students were also invited to comment on their experiences of modern language learning and factors influencing their choice of courses. Data summarized here include: trends in the number of students taking advanced tests in the languages in 1976, 1986, and 1996; changes in the popularity of languages in relation to other top-enrollment subjects during that period; and the perceived contributions of public policy, school policy, school practice, and student attitudes to the enrollment decline. Potential for reversing the decline is considered, and specific recommendations are made. (MSE)

ED 429 446 FL 025 792

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
PUB DATE- 98
NOTE- 25p.

NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Bilingual Education; *Citizenship Education; Citizenship Responsibility; *Civics; Class Activities; Classroom Techniques; Cognitive Style; Educational Resources; *English (Second Language); Idioms; *Immigrants; Instructional Materials; Literacy Education; Second Language Instruction; Student Characteristics; Teaching Guides; United States History

The Orange County (Florida) teacher's guide to citizenship instruction for immigrants to the United States provides information about the discipline and the characteristics of the adult learner of English-as-a-Second-Language, and includes recommended instructional materials. Sections contain: background information and suggestions on managing attendance, the teacher's responsibility, characteristics of adult ESL learners, and learning styles; Florida's curriculum framework for citizenship education, including performance objectives and instructional materials; practice citizenship interview questions; reproducible classroom materials; sources for bilingual materials and additional teaching resources; suggested classroom activities; a glossary of useful idioms and expressions; and a survey for users of the handbook. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 429 467 FL 801 302

Kissam, Edward; Reder, Stephen
Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 97
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Adult Education; *Educational Needs; Educational Objectives; *Lifelong Learning; *Limited English Speaking; Organizational Development; Program Development; Research Needs; Resource Allocation; Staff Development; State Surveys; *Statewide Planning
IDENTIFIERS- California

The report presents findings and recommendations from a 1996 statewide study of the adult education needs of limited-English-proficient (LEP) adults in California, designed to help in planning and policy initiatives. The study explores three broad areas of concern: patterns of need (the extent of services needed by the LEP population, by county and linguistic background); learning needs and objectives (skill development needs, methods for assessing them, and strategies for assessing service outcomes); and systems responsiveness (the adequacy of current state response). Data were gathered from existing sources and field research in three representative communities in diverse geographic areas. The report outlines 22 specific action recommendations in four areas of effort: improved resource mobilization and rational resource allocation; realignment of program mission and guidelines to increase responsiveness and accountability; continued efforts in staff and organizational development; and applied research, planning, and collaborative service delivery initiatives. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Affective Behavior; *Black Students; *College Students; *Engineering Education; Higher Education; Journal Writing; *Mentors; Minority Groups; Peer Teaching; Self Esteem; Student Attitudes; Tutoring; Universities

This study examined the academic and affective growth of peer mentors in a minority engineering program which encouraged relationships between freshmen pre-engineering students and upperclass division mentors at a large, land-grant university in the Southeast. A total of 14 mentors in a newly established minority mentoring program, who were themselves minorities, completed weekly journal entries on their experiences. One primary pattern that emerged from the journals was the reinforcement and improvement of the mentors' already existing academic skills that occurred as a result of their tutoring experiences in interactive learning laboratories and involvement in problem-solving workshops. The simple and constant review of fundamental principles common to the engineering core of study helped the mentors in their own academic pursuits. The journals also captured affective change in confidence and sense of purpose within the mentoring community. The results suggest that although the upperclass peer mentors were not the target population of the minority engineering program, they benefitted both academically and affectively from their roles as mentors within the program. An appendix provides the weekly prompts for journal entries. (MDM)

ED 429 489 HE 031 938

Toutkoushian, Robert K.
A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *College Faculty; Comparable Worth; Comparative Analysis; Higher Education; Hispanic Americans; National Surveys; *Racial Differences; *Salary Wage Differentials; *Sex Differences; *Teacher Salaries; Trend Analysis; Whites
IDENTIFIERS- National Study of Postsecondary Faculty

This paper summarizes the key findings of two separate studies of issues pertaining to pay equity for faculty by race and gender. Data were obtained from the 1988 and 1993 National Studies of Postsecondary Faculty, which contain information on 11,013 and 31,354 faculty, respectively. It was found that the unexplained wage gap between men and women was between 8 and 10 percent, which is comparable to findings from earlier national studies conducted in the 1970s and 1980s. It was also found that the unexplained wage gap for younger women in academe was much lower than that for older women. These results suggest that the unexplained wage gap between men and women should fall as younger women enter the profession and replace more senior faculty. Significant pay differentials were also found between white and Hispanic faculty, although there was no evidence of an unexplained white/black pay differential after controlling education versus that for prisons in New York State over the last decade and concludes that the dramatic rise in funding for prison expansion has come at the expense of higher education. The paper notes that (1) since fiscal year 1988, operating budgets at New York's public universities have plummeted by 29 percent while funding for prisons has increased by 76 percent, a nearly equal trade-off in actual dollars; in 1995 New York ranked forty-fifth among states in per capita state appropriations for higher education, even though the state has the fourth highest per capita income in the nation. Also noted is that the Rockefeller drug laws and the second offender law have resulted in fully 62.5 percent of the people sent to prison in 1997 being committed for nonviolent offenses at a cost to the state of $680 million yearly; during the same period substantial tuition hikes at the State University of New York and City University of New York were imposed to compensate for the $615 million reduction in state higher education funding. The paper urges that these laws be repealed and replaced with cheaper, more effective drug treatment programs. (Contains 18 endnotes.) (DB)

ED 429 510 HE 032 002

Balfour, Linda F.
Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
PUB DATE- 99
NOTE- 288p.; For previous edition see ED 418 648.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; College Admission; College Faculty; College Housing; College Students; Degrees (Academic); *Enrollment; Enrollment Trends; *Higher Education; *Statistical Data; Student Financial Aid; Tables (Data); Transfer Students; Undergraduate Study
IDENTIFIERS- *North Carolina

This report presents comprehensive data on higher education activities in North Carolina in 84 tables and 17 graphs. Data were compiled from forms completed by the individual institutions in the summer and fall of 1998. Data are usually presented separately for individual institutions by institution type public institutions, private institutions, community and technical colleges, junior colleges, and seminary/bible colleges. Tables and graphs are grouped into the following categories: (1) current enrollment, (2) enrollment trends, (3) undergraduate transfers; (4) degrees conferred, (5) faculty, (6) library resources, (7) costs to students, (8) admissions, (9) student financial aid, and (10) student housing. (DB)

ED 429 511 HE 032 003

Mulvey, Patrick J.; Nicholson, Starr
Enrollments and Degrees Report.
PUB DATE- 99
NOTE- 14p.; For the January 1998 report, see ED 416 763.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Trends; *Enrollment Trends; Graduate Study; Higher Education; Introductory Courses; Masters

gifmerge for creating simple animations and a QuickTime movie to demonstrate and compare speedup achieved through Message Passing Interface (MPI) and High Performance Fortran (HPF); (6) a lab exercise design using HTML links; (7) a set of audio-tagged foils to diversify and increase comprehension of the module; and (8) MOO/chat discussion forums. Three figures illustrate the Web-based editing/program submission screen, the glossary, and a graph of the Quick Time movie. Related Web sites are listed. (Author/AEF)

ED 429 529 IR 019 437

Barone, Richard; Parod, William, Jr.
ClassACT: The Evolution of a Collaborative Learning Tool.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; Cooperative Learning; *Courseware; Database Management Systems; *Databases; Educational Technology; Higher Education; *Hypermedia; Models; *Multimedia Materials; World Wide Web
IDENTIFIERS- Collaborative Learning; *Digital Imagery; *Learning Environments; Northwestern University IL

This paper reports on the evolution of a software environment called ClassACT (Class Annotation and Collaboration Tool) from a simple multimedia annotation program to a multi-domain archival database management system. ClassACT was developed at Northwestern University (Illinois) for instructional use, and, although its original goal was to solve a specific problem for a single instructor, it has grown in breadth of functionality and gathered a following of users and supporters from varied disciplines. An overview is provided of ClassACT's utility in the context of its evolution over 4 years, and its future is contemplated. Topics discussed include: history of ClassACT, including the development of an image database for a multi-disciplinary course in English and American History, and conversion to a World Wide Web-based system; features of ClassACT, which include a hypermedia document management system, searchable media database, and groupware tailored for class-based projects; application of ClassACT to provide annotation, collaboration, and archiving tools that allow an instructor to create an interactive learning environment; the basic notebook display, as well as student and instructor viewpoints; librarian and administrator functions; searching; instructor, student, and developer/support benefits; and challenges for the future, including two diverging application models--the shared archive and cognitive process models. Five figures illustrate ClassACT displays. (AEF)

ED 429 530 IR 019 438

Beam, Paul
Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5,

1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Mediated Communication; *Computer Uses in Education; Distance Education; Educational Resources; Educational Technology; Elementary Education; Faculty Development; Partnerships in Education; Pilot Projects; *Resource Materials; Teacher Attitudes; Teleconferencing; *World Wide Web
IDENTIFIERS- Dependents Schools; Learning Environments; *Technology Integration; Virtual Classrooms

This paper describes the Online Learning Academy (OLLA), a World Wide Web-based presence that supports the use of telecomputing in the classroom by: connecting teachers to each other and Internet educational resources; fostering the use of online resources and collaboration; encouraging and enabling the sharing of classroom experiences; and supporting and mentoring educators. Through a partnership among the application developers, educational technologists, curriculum specialists, and end users (teachers), the success of OLLA is based on the deployment of its three important components--appropriate content, continual professional development, and technology. The OLLA environment includes a personalized virtual classroom, "Kids Did This!" (collection of Web publications and student projects), resource center, mailing list, and personal journals. Units of study include selected and organized Web resources, presented around a theme. Initial results from pilot use with 20 elementary school teachers within the Department of Defense Educational Activity (DoDEA) schools during the 1996-1997 school year indicated OLLA's success. Teachers reported that OLLA: provided the means for communicating with other classrooms and teachers located at a distance; helped them to reach students who were difficult to reach using other approaches; is a great motivator for students and teachers alike; and is changing the way teachers think and teach. (AEF)

ED 429 549 IR 019 457

Tsinakos, Avgoustos A.; Margaritis, Kostantinos G.
On the Use of Librarians Selection Routines in Web Search.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer System Design; Databases; Expert Systems; Foreign Countries; Information Retrieval; Librarians; *Online Searching; Optical Data Disks; Search Intermediaries; Search Strategies; User Needs (Information); *World Wide Web
IDENTIFIERS- *Search Engines

Information retrieval on the World Wide Web has a major obstacle: although data is abundant, it is unlabeled and randomly indexed. This paper discusses the implementation of a consultative Web search engine that minimizes the expertise level that is required from a user to accomplish an advanced search session. The system takes advantage of the meta-

PUB DATE- 98
NOTE- 73p.; For the Interim Program of Studies, see ED 422 901. For illustrative examples for other grade levels, see IR 019 529-530.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Class Activities; *Computer Uses in Education; Curriculum Guides; Educational Objectives; Educational Technology; Elementary Education; Foreign Countries; *Information Skills; *Information Technology; Learning Activities; Outcome Based Education
IDENTIFIERS- Alberta; *Technology Integration

The Illustrative Examples are a companion resource to Alberta Education's 1998 "Information and Communication Technology, Interim Program of Studies." Purposes of the examples are to: clarify the intent of the general and specific outcomes of the program of studies; suggest ways to integrate the general and specific outcomes with programs of study in the core subject areas for grades 1-6; and suggest tasks and activities that may help students achieve the outcomes within core subject areas. Each illustrative example includes a background or context, the task or activity, a scoring guide or rubric, specific outcomes, and related curriculum outcomes. Preceding the examples is an outline of information and technology general outcomes in the following categories: foundational operations, knowledge, and concepts; processes for productivity; and communicating, inquiring, decision making, and problem solving. A checklist for selected specific outcomes related to file management and basic procedures, text-data entry procedures, and computer workstation components for Divisions I (grades 1-3) and II (grades 4-6) is appended. (AEF)

ED 429 568 IR 019 529

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.
PUB DATE- 98
NOTE- 70p.; For the Interim Program of Studies, see ED 422 901. For illustrative examples for other grade levels, see IR 019 528 and IR 109 530.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Uses in Education; Curriculum Guides; Educational Objectives; Educational Technology; Foreign Countries; *Information Skills; *Information Technology; Junior High Schools; Learning Activities; Outcome Based Education
IDENTIFIERS- Alberta; *Technology Integration

The Illustrative Examples are a companion resource to Alberta Education's 1998 "Information and Communication Technology, Interim Program of Studies." Purposes of the examples are to: clarify the intent of the general and specific outcomes of the program of studies; suggest ways to integrate the general and specific outcomes with programs of study in the core subject areas for grades 7-9; and suggest tasks and activities that may help students achieve the outcomes within core subject areas. Each illustrative example includes a background or context, the task or activity, a scoring guide or rubric, specific outcomes, and related curriculum outcomes. Preceding the examples is an outline of information and technology general outcomes in the

This paper presents research about the relationship between technology education and professional development of teachers and teachers-in-training, and discusses the implications for teachers' professional development. The research method included the use of a four-page survey instrument, follow-up interviews, and journal entries. This paper addresses a review of how educators' perspectives of their profession, work, and worldview changed as a result of learning to use technology for professional and personal purposes. This change is described in terms of perspective transformation learning theory and specific application to the participants' individual contexts. Includes questions for the discussant. Contains 25 references. (Author/AEF)

ED 429 587 IR 019 548

Ross, John A.; Hogaboam-Gray, Anne; Hannay, Lynne
Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software Evaluation; Grade 1; Grade 2; Literacy; Primary Education; Reading; Skill Development; Tables (Data); Writing (Composition)

This study examined the collateral effects of WiggleWorks, an interactive literacy program, in two settings: a cohort study comparing random samples of grade 1-2 students (n=452) before and after software implementation and a longitudinal sample tracing students from Kindergarten to grade 1 (n=126). WiggleWorks contributed to greater student use of computers, and enhanced computer skills, computer self-efficacy and (in grade 1 only) enjoyment of computers. Positive effects were observed regardless of whether the school received new hardware at the time of software delivery or used existing equipment of sufficient power acquired a year earlier. In addition, following WiggleWorks implementation, teachers became more confident about their ability to use computers and were more likely to assign students to self-directed exploration of computer functions. The study suggests that the high cost of adopting interactive literacy software may be warranted if the program has benefits beyond its contributions to reading and writing skills. Four tables present statistics. Contains 37 references. (Author/AEF)

ED 429 588 IR 019 549

Heaton, Lisa A.; Washington, Lisa A.
Developing Technology Training for Principals.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

statistical summary of library materials and description of special collections; (6) library development, including consultation services and grant administration; (7) an update on the South Carolina Library Network; (8) public information services activities; (9) data on volunteer program participation; and (10) a list of recent state library publications. Appendix 1 contains directories of public library board chairmen, public libraries, college and university libraries, and state institutional libraries. Appendix 2 contains library annual statistics. (AEF)

ED 429 607 IR 057 331

Wynar, Bohdan S., Ed.; Strickland, Susan D., Ed.; Graff, Shannon M., Ed.
American Reference Books Annual 1999. Volume 30.
PUB DATE- 99
NOTE- 732p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Book Reviews; Foreign Countries; Guides; Libraries; Library Material Selection; *Library Materials; Nonprint Media; Optical Data Disks; Printed Materials; *Reference Materials; Selection Tools; Yearbooks

This 30th volume of American Reference Books Annual (ARBA) covers 1,578 books and CD-ROMs published in 1998 (with some from 1997 that were not included in the previous volume). The basic purpose of ARBA is to provide comprehensive coverage of English-language reference books published or distributed in the United States or Canada during a single year. Dictionaries, encyclopedias, indexes, directories, bibliographies, guides, concordances, atlases, gazetteers, are reviewed in each volume. General encyclopedias that are updated annually, yearbooks, almanacs, indexing and abstracting services, and other annuals or serials are reviewed at intervals of 3 to 5 years. New editions of reference books are reviewed with comparisons to older editions. Titles produced for the mass market in the areas of collectibles, travel guides, and genealogy receive selective coverage. The book is organized in four sections--general reference works, social sciences, humanities, and science and technology. Within the sections, chapters are arranged alphabetically by subject. Signed reviews by subject specialists describe the contents, scope, purpose, and intended audiences of the titles, and most make special note of positive and negative elements, quality of writing, and how a book compares to similar titles. Includes author/title and subject indexes. (AEF)

ED 429 608 IR 057 332

Gregory, Vicki Lovelady; Stauffer, Marilyn H. Karrenbrock; Keene, Thomas W., Jr.
Multicultural Resources on the Internet: The United States and Canada.
PUB DATE- 99
NOTE- 366p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Awareness; *Cultural Education; *Ethnic Groups; Foreign Countries; High Schools; Higher Education; Information Sources; Listservs; *Minority Groups; *Multicultural Education; Resource Materials;

present five-year and long-term enrollment trends. Section 4 shows five-year weekly student contact hours (WSCH) and WSCH/full-time equivalent trends by discipline and for the college as a whole. Section 5 provides transfer data from 1978 to 1995 and demographic data about the communities served by Pierce College, and assessment trends for the distribution of fall 1997 placements in ENL (English as a Native Language), ESL (English as a Second Language), and mathematics. Grade distributions and comparisons also are given for fall semesters in 1981 and 1996. Section 6 presents job trends and projects the growth or decrease of job availability in L.A. County, with resulting implications for the curriculum. Section 7 examines population trends and projects future enrollment trends. The report points out that since its inception more than fifty years ago, the college has grown in relation to the surrounding San Fernando Valley, and its curriculum continues to be shaped largely in response to the educational goals of those who attend during periods of expansion, both in the city and the school. (AS)

ED 429 627 JC 990 194

Eickmeyer, Barbara; Hill, Stephen
Assessment Program Technical Progress Report, 1997-1998.
PUB DATE- 98
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; *College Role; Community Colleges; *Educational Assessment; Educational Improvement; *Institutional Evaluation; *Institutional Mission; Models; Program Effectiveness; *School Effectiveness; Surveys; Two Year Colleges
IDENTIFIERS- *Coconino Community College AZ

This Assessment Program Progress Report (APPR) records the institutional activities that have taken place at Coconino Community College (CCC) during the 1997-98 academic year. It presents models, timelines, accomplishments, and opportunities for improvement in the assessment practices at CCC. Implementation and outcomes information is included for the following areas: (1) college mission level indicators; (2) program level review; (3) general education; (4) classroom level assessment; (5) accomplishments of other CCC committees; (6) data systems; (7) pilot project proposals; (8) professional development; and (9) surveys. Accomplishments for the 1997-98 academic year include preparation of the second annual APPR, publication of the Assessment of General Education Curriculum in 1997, submission and acceptance of the APPR by the ERIC Clearinghouse for Community Colleges, continuation of retention studies, workshops on general education assessment, and faculty attendance at the NCA annual meeting in March. The report concludes with improvement areas and a glossary of assessment terms. Appendices A-E contain CocoNotions columns, intent to survey flow chart, general education survey, retention study data for Spring and Fall 1997, and CCC 1996-97 year-end reports. (AS)

ED 429 628 JC 990 195

McDiarmid, G. Williamson; Goldsmith, Scott; Hill, Alexandra; Hull, Teresa
Current and Future Demand for Distance Education.

ranked by the percent draw of college-age population to the community college. Table 2 presents the same data, sorted alphabetically by college, while Table 3 displays the top seven and bottom seven colleges. Contains 3 tables. (NB)

ED 429 647 JC 990 228

Morris, Cathy
Destination of Dade County Public High School Graduates. Information Capsule.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; *College Bound Students; *College Choice; *College School Cooperation; Community Colleges; Decision Making; *Enrollment; *Enrollment Management; Higher Education; Universities
IDENTIFIERS- Dade County Public Schools FL; Florida

This study, which uses data from the Florida Department of Education Readiness for College reports, tracks Dade County Public High School (DCPS) graduates' entries into Florida colleges during the year following their graduation. During the 1996-1997 year, 43% (5,773 graduates) did not enter public secondary education in Florida. Of the 7,805 graduates who did enter college, 65.5% enrolled at Miami-Dade, 15.5% at Florida International University (FIU), 5% each at University of Florida (UF) and Florida State University (FSU), and 3.3% at Broward Community College (BCC). The number of local high school graduates enrolling at Miami-Dade dropped by 341 students from 1995-96 to 1996-97. However, the total proportion of students going on to public postsecondary education increased from 52.0% in 1995-96 to 57.5% in 1996-97. The study also reports on individual high schools' entries into individual colleges. The findings for Miami-Dade Community Community College indicate that all but nine of the 26 high schools show a decreased enrollment at this college. In contrast, the state universities show an increased enrollment, of which 75% is accounted for by FIU; of the high schools tracked, 8 high schools show an increase in entries into FIU. BCC, however, does not draw a large proportion of graduates and is not considered a serious contender. Contains 5 tables. (VF)

ED 429 648 JC 990 229

Patthey-Chavez, G. G.; Thomas-Spiegel, Joan; Dillon, Paul
Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
PUB DATE- 98
NOTE- 24p.; Paper presented at the California Association for Institutional Research (San Diego, CA, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Community Colleges; Educational Research; *English (Second Language); Instructional Development; *Outcomes of Education; *Remedial Instruction; *Two Year College Students; Two Year Colleges; *Writing Instruction; Writing Skills
IDENTIFIERS- California Community Colleges

This study examines the success of community colleges in providing students with adequate college-preparatory

Transportation; Videotape Cassettes

This teacher's guide, intended to be used with a videotape, provides five lessons to accompany each segment of the program. The program shows the importance of technology and describes some of the exciting career possibilities offered by new technologies. It offers high school teachers interdisciplinary lessons, relating technology education to subject areas such as science, mathematics, social studies, and career education. The guide includes background information, discussion questions, activities, research projects, and student worksheets for each of the following lessons: (1) "Why Study Technology?," which discusses technology's pervasiveness in daily life and describes the importance of technological literacy; (2) "Bikes that Fly," which uses the videotape's profile of an innovative bicycle manufacturer as a starting point for a lesson on composite materials; (3) "100 Kilowatts of Regular, Please," which examines the advantages and disadvantages of different kinds of vehicles; (4) "Where Can We Go from Here?," which looks at the history of technology since 1945 and provides student activity pages that discuss communication, transportation, and production technologies, as well as biotechnology, with curriculum connections for these activities; and (5) "Plug into the Future," which uses an internship at Intel as a starting point for a school-to-work activity. A resources section lists seven organizations and publications. (KC)

ED 429 181 CE 078 414

Karl, Luis

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.

PUB DATE- 99

NOTE- 40p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Adult Basic Education; Adult Educators; *Compliance (Legal); *Data Collection; *Educational Finance; *Expenditures; Federal Aid; Federal Regulation; Grants; Material Development; Recordkeeping; State Aid; State Regulation; Statewide Planning; *Time Management

IDENTIFIERS- *Wisconsin

An instrument was developed to record adult basic education instructional time and funding data and predict future cost allocation to meet governmental regulations. Findings of a literature review were as follows: funding for such activities is tied to accounting for previous expenditures; continued funding is contingent upon post-activity reporting; and volumes of directives on how to report funding expenditures are available from state and federal guidelines. Five procedures were followed to develop a product to collect data relating to staff accounting and assurance documentation of instructional time: (1) literature was reviewed concerning staff accounting directives from the Wisconsin Technical College System (WTCSB) and Office of Management and Budget (OMB); (2) evaluation criteria were established to guide the product development process, in compliance with OMB Circular guidelines; (3) the formative committee evaluated time sheets presented by staff, by interpreting the recorded data and determining the value of each data element, and staff completed the time sheets during the field test and critiqued the form for ease of completion, simplicity, and readability; (4) the formative committee redesigned and field tested the time sheet; and (5) the final develops the position that adult education is a site within which human morality is worked out. Chapter 1 inquires into education as a practical activity, the educational, and the nature of educational knowledge. Chapter 2 presents a critical overview of the main theoretical positions in moral philosophy, moral and nonmoral good, and some arguments for moral goodness. Chapter 3 examines an existentialist argument for one universal good, how it is to be distinguished from cultural moral values, and the application of this position to the wider society. Chapter 4 explores the basis of social values and what constitutes socially accepted behavior. Chapter 5 explores the moral base of learning, education, and training and teaching techniques. Chapter 6 examines the assertion that the process of teaching and learning is the location of universal value. Chapter 7 addresses concepts underlying mentoring and mentoring itself. Chapter 8 addresses teaching techniques that emphasize the individual and individualism: self-directed and contract learning. Chapter 9 examines ethical implications for teaching in distance education. Chapter 10 argues education has become a marketable commodity and the market has no place for welfare or the common good. Chapter 11 explores the distinction between being and having and relates the distinction to learning and education. Chapter 12 discusses the relationship between measurement and assessment and evaluation and relates this to the processes of assessing students' achievements and evaluating courses or curricula. Chapter 13 locates adult education within social movements, explores the way in which society is changing, and discusses the role education can play in future social movements. Chapter 14 considers the learning society and the education of desire. (Contains 249 references and author and subject indexes.) (YLB)

ED 429 199   CE 078 447

McGivney, Veronica
Excluded Men: Men Who Are Missing from Education and Training.
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; *Adult Education; *Educational Attitudes; Foreign Countries; *Job Training; *Learning Motivation; *Males; Minority Groups; *Participation; Postsecondary Education; Social Class; Unemployment
IDENTIFIERS- *Great Britain

An investigation of the reasons for male nonparticipation in education and training in Britain was based on findings of existing research, surveys of male participants and nonparticipants and the views and observations of practitioners. Although men participate in slightly greater numbers than women, they are significantly underrepresented in all forms of postsecondary education, especially early school leavers, manual workers, older men, and some minority groups. Men's primary motivations for participation are practical, employment-related reasons, and nonparticipants tend to be outside or on the margins of the labor market. The stress on employability in national and international policy discussions tends to blame individuals for their lack of qualifications and fails to recognize the localized lack of job opportunities. Suggesting that educational participation is the solution to unemployment thus lacks credibility and raises false hopes. Powerful deterrents for unemployed or underemployed men include modernity and postmodernity to highlight significant contemporary socioeconomic and cultural changes that have an impact on adult education. Chapter 2 sketches what a contemporary adult education for citizenship might look like. Chapter 3 approaches the metapractice question by looking at ideas that contributed to an understanding of the way in which education is governed: Durkheim's "modernist" theory of education, Foucault's "governmentality," and Bourdieu's idea of "habitus." Chapter 4 focuses on "disciplinarity." Chapter 5 focuses on conceptions of the self and their implications for the way experience and experiential learning is constructed in adult education discourse. Chapter 6 moves beyond resolving the theory-practice relationship in a philosophical way to a more grounded resolution where the relationship is seen as part of a "metapractice." Chapter 7 examines limitations of Schon's modeling of the process of reflection-in-action by critiquing the theory of reflective practice and his methodology of unpacking the process. Chapter 8 examines the mainstream approaches to social science research in terms of three influential paradigms of research. Chapter 9 deals with two research approaches beyond the conventional limits of mainstream research traditions: emancipatory and postmodern. Chapter 10 extends the analysis of self to consider its location within the experience of doing research. The book contains 220 references and an index. (YLB)

ED 429 217   CE 078 466

Lankshear, Colin; Gee, James Paul; Knobel, Michele; Searle, Chris
Changing Literacies. Changing Education Series.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Educational Innovation; *Empowerment; Foreign Countries; *Literacy; Models; *Social Environment; Sociocultural Patterns; *Technological Literacy
IDENTIFIERS- Australia

This book explores everyday social practices and how they influence who people are, their life quality, opportunities and possibilities open and denied, focusing on language and literacy components of social practices. Chapter 1 outlines an approach to thinking about language and culture and how they are related, developed from Gee's (1996) sociocultural approach to literacy studies. Chapter 2 develops a workable approach to critical social literacy across the second school curriculum that deals with practical and conceptual-theoretical aspects. Chapter 3 suggests and explores a conceptual model of empowerment by relating it to Gee's work on literacy and discourse. Chapter 4 considers an emerging genre of business texts, so-called "fast capitalist texts." Chapter 5 explains the significance of two events in 1990--defeat of the Sandinista National Liberation Front in the polls in Nicaragua and Best's publishing of "The New Competition"; it examines a crucial global concern evoked by these events and explores relationships among literacy, work, and life chances. Chapter 6 offers a working definition of technological literacies and identifies examples that may be incorporated within classroom learning. Chapter 7 provides theory-based "snapshots" involving seven Australian school students of different ages and backgrounds as they engage in social practices mediated by electronic technologies in school and out-of-school settings. The book contains 223 references and an index. (YLB) these adults, governments have established an educational system that is marginalized among education systems. In California, the adult literacy education system is marginalized in the following ways: it is a noncredit system between the K-12 education and college systems; it receives much less funds per full-time equivalent student; 80-90 percent of its teachers work part time; it is clearly of lower social standing; and it lacks legislative attention. There are reasons to argue that adult literacy education ought to occupy a central position in national reform activities. It is central to achievement of the eight national education goals of the National Governors' Association endorsed by the executive and legislative branches of the U.S. government. Four reasons why the adult literacy education system should move from the margins to the mainstream of educational policies are as follows: better educated adults produce better educated children, demand and get better schooling for children, provide better communities for learning, and are more productive for society. Government agencies should consider the multiplier effects that may be possible for investments in adult literacy education. Investment in adult education makes the schools and community more productive, helps in achieving National Educational Goals, and promotes democracy and good citizenship. (Contains 10 references.) (YLB)

ED 429 236   CE 078 532

Comprehensive Student Development Curriculum. Elementary School.
PUB DATE- 99
NOTE- 290p.; For related documents, see CE 078 533-535.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Course Content; *Education Work Relationship; Elementary Education; Elementary School Curriculum; *Individual Development; Integrated Curriculum; Learning Activities; *Student Development
IDENTIFIERS- Florida (Southwest)

This curriculum guide for elementary school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for elementary school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

ED 429 237   CE 078 533

Comprehensive Student Development Curriculum. Middle School.
PUB DATE- 99
NOTE- 281p.; For related documents, see CE 078 532-535.
LANGUAGE- English

in time spent in the main roles either as a function of the age or income level of the school psychologist. However, females reportedly performed more assessments than did males. The degree level of the psychologist was positively associated with the amount of time in the counseling role. The psychologist-to-pupil ratio affected the amount of time spent in assessment and counseling. Qualitative analysis of focus group comments revealed that trends and movements within the profession have had little impact on daily service delivery. The most frequently reported areas of role discrepancy mentioned in the focus groups related to testing and assessment services, the inclusion movement, the reauthorization of Individuals with Disabilities Act in 1997, and Florida funding issues. Appendix A is a table of time spent in subdomain roles. Appendix B is the Focus Group Topology Flow Chart. (Contains 2 tables and 39 references.) (EMK)

ED 429 256 CG 029 214

Maxwell, Jane Carlisle; Liu, Liang Y.
Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age; *Demography; Drinking; Driving While Intoxicated; Drug Abuse; Ethnicity; Extracurricular Activities; Family Structure; *Help Seeking; Parent Attitudes; Peer Influence; *Prevention; *Resilience (Personality); Secondary Education; Sex; Smoking; Socioeconomic Status; Student Problems; *Substance Abuse; Surveys
IDENTIFIERS- Gambling; *Texas

This report discusses results of the 1998 Texas School Survey of Substance Abuse among Students. Results for secondary students were based on responses of 158,324 students in 66 school districts. This book is divided into six chapters. Chapter 1 discusses the findings of the survey on a drug-by-drug basis to provide information on trends in the use of each substance and the characteristics of those students who reported using each substance. Chapter 2 examines this same information in terms of the relationship of substance use to demographic characteristics. Chapter 3 looks at protective or resiliency factors that can help students resist substance use despite the presence of risks for use. The negative consequences experienced due to substance abuse are examined in chapter 4. Chapter 5 discusses sources of assistance and information concerning substance abuse, including substance abuse education. The final chapter offers conclusions drawn from the survey. Appendixes provide a copy of the survey instrument, charts and tables depicting results of the survey, a description of the survey, and limitations of the study. (MKA)

ED 429 257 CG 029 215

Wallisch, Lynn S.
Survey of Substance Use on the Texas-Mexico Border and Colonias, 1996.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 98
NOTE- 150p.

Skills

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing consonant sounds as well as the most important short and long vowels through a series of 70 lessons. It is appropriate for parents to use with advanced first grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. (RS)

ED 429 277 CS 013 529

Hughes, Joan E.; Packard, Becky Wai-Ling; Pearson, P. David
The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Hypermedia; *Instructional Effectiveness; *Preservice Teachers; *Reading Instruction; Reading Research; Research Needs; *Student Attitudes; *Teacher Education

A study asked how the use of the Reading Classroom Explorer (RCE)--a hypermedia learning environment that features video clips of successful teachers teaching reading to a diverse array of students--influences beginning teachers' thinking about reading issues. The context of the study was a reading education course which included use of RCE. Various kinds of information were gathered on 14 participants (all post-BA students), including course papers, interviews, surveys, and videotaped RCE work sessions. The statements in course papers were analyzed to identify claims, questions, interpretations, and summaries in relation to RCE content. Participants were clustered into three groups, reflecting the degree to which they used RCE in their course papers: investors (high use of RCE, even when not required in an assignment); compliers (use of RCE when required to do so for an assignment); and resisters (low use of RCE). Results indicated that involvement in an interactive learning environment such as RCE increases beginning teachers' awareness of multiple perspectives and approaches to teaching reading; but that the long-term impact on these teachers' classroom practice has yet to be established. Further studies should address this question and others--most specifically, the effects of opportunities such as RCE during the first few years of teaching. (Contains 11 references and 6 tables of data; appendixes contain paper assignments and the classification scheme.) (RS)

ED 429 278 CS 013 530

Kaderavek, Joan N.; Sulzby, Elizabeth
Issues in Emergent Literacy for Children with Language Impairments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English

ED 429 299 CS 216 645

Ward, Amy M.
Dialogic Assessment: Toward a "Conversational" Peer Response Method.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Higher Education; *Peer Teaching; *Student Reaction; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Alternative Assessment; *Dialogic Communication

One writing instructor and her colleagues use the concept of teachers modeling responses for students as a cornerstone of the "mutually responsible" classroom. They spend a week preparing their classes to "do" peer response in much the same way that Mary K. Healy describes in her essay "Using Student Writing Response Groups in the Classroom." As a first step, students do freewrites about their attitudes toward being critiqued positively and negatively, whether that criticism has come in their written work or in some other area of their lives. After talking about the concept of criticism in general, the class is encouraged to share criticism that they have received in the past on their writing, and they then discuss whether or not they felt these criticisms were constructive. After this, students respond to a sample student paper from a previous class. In comparing and contrasting their responses to the sample, they have the opportunity to view the sample paper with previous student comments. They then begin to engage in the response process with each other's work. When a student returns another student's first draft (with comments), the writer then prepares a second draft for the teacher alone, along with a "revision essay" discussing the changes made. Attached are examples of a first draft, second draft, revision essay, and student comments. Contains a 4-item bibliography. (NKA)

ED 429 300 CS 216 646

Huff, Linda
The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Ethnography; *Freshman Composition; Higher Education; Teacher Student Relationship
IDENTIFIERS- Academic Discourse; *Authenticity; University of Pittsburgh PA; *Voice (Rhetoric)

Some of the most prominent aspects of an ethnographic study of six black undergraduate women at the University of Pittsburgh act as consultants, assisting students on an individual basis. Contains 12 references. (RS)

ED 429 324 CS 510 032

Ogbondah, Chris; Siddens, Paul J., III
Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Joint Meeting of the Central States Communication Association and the Southern States Communication Association (St. Louis, MO, April 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Folk Culture; Foreign Countries; Nonformal Education; *Nonverbal Communication; *Puppetry
IDENTIFIERS- Drums; Gongs; Masks; *Nigeria

Drum language, gong language, masquerades, and puppet theater, the traditional forms of communication found in Nigerian culture, reflect tensions that exist between oral and literate cultures. Drum language ranges from simple signals to elaborately coded messages and is learned through both formal and informal educational processes. Formal training for drum language is conducted at various levels. Since there is no direct correlation between the sounds created by the drum and specific letters of the alphabet, it is by definition a form of nonverbal communication. Gong language, as a form of drum language, is based upon tonal patterns that reproduce or replicate the human voice. Masquerades are carved images of humans, animals, or imagined creatures. The masks or carved images are worn by individuals adorned and decorated with colorful apparels. The nonverbal communication skills of masquerades are learned formally during rehearsals in the evenings. Another form of nonverbal communication used by the Masquerade is kinesics, the science and study of movement. Like masquerades, members of a puppetry troupe formally learn the art of puppetry. Puppetry is used for entertainment as well as to communicate news, information, and other serious messages. It relies on the same forms of nonverbal communication that the Masquerade does to communicate its messages. The roots of these traditional forms of nonverbal communication provide insights into how these forms of communication function and how they are interpreted both within and outside Nigerian culture. (RS)

ED 429 325 CS 510 044

Martin, Ann E.; Saykanic, Donna M.
Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Evaluation Methods; Information Technology; Library Role; *Library Skills; Reading Material Selection; *School Libraries; Student Rights
IDENTIFIERS- *Media Skills

This curriculum guide identifies minimum library and media skills students should master as well as expanded and new library day schedule are provided. (RJM)

ED 429 345 EA 029 748

Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1998.
SPONS. AGENCY- Clayton Foundation, Denver, CO.
PUB DATE- 99
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Assessment; Educational Change; Elementary Secondary Education; Nontraditional Education; Program Effectiveness; *School Effectiveness
IDENTIFIERS- *Colorado

This report seeks to further the debate about the overall reform impact of Colorado's charter schools. It focuses on the characteristics and performance of the first 32 charter schools in the state, ones that have been operating for at least 2 years as of the end of the 1997-98 school year. The document identifies promising trends: the performance of these schools, as a whole, is stronger than state averages and school-district averages; the great majority of the charter schools in the study are meeting--or exceeding--the performance goals defined in their original plans; parent participation and parent satisfaction are high; teachers express high levels of satisfaction; and charter schools are gaining experience in measuring performance. Some concerns identified by the study include the finding that the population of charter-school students is not as diverse as the population of the state; six schools in the study did not provide sufficient data to enable the evaluation team to determine whether these schools were meeting expectations; several schools experienced a high rate of turnover in the building administrator position and/or among members of the governing board; and there has been little transfer of charter-school approaches or experiences to other public schools. (RJM)

ED 429 346 EA 029 749

Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Sixth Edition.
PUB DATE- 98
NOTE- 96p.; For the previous edition, see ED 416 580.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; *Guidelines; Nontraditional Education; Planning; Specifications; State Programs
IDENTIFIERS- *Colorado

This handbook provides information on Colorado's charter-school program. It explains the process for establishing charter schools and discusses the purpose these schools serve. Information on how to apply for a charter is given and includes the required elements of a charter application, such as goals and objectives, educational program and standards, plan for evaluation and performance, proposed budget, waivers, and included family-based interventions. It was hypothesized that family involvement would generate greater improvement in students' psychosocial functioning, academic performance, and attendance, and would reduce the number of high-school dropouts. Two cohorts of students referred to an alternative-school program for chronically disruptive youth received either the standard program or the standard program with intensive family involvement. Outcome measures included self-esteem, locus of control, depression, grades, attendance, and eventual dropout from school. Although demographically similar to the control group at pretests, the experimental group evidenced statistically significant improvements in locus of control, grade-point averages, attendance, and reduced dropout rate, relative to the control group. However, the overall effects of change within each group for self-esteem, depression, locus of control, grades, and attendance were low for both cohorts, so low as to make it difficult to justify the appreciable resources that went into providing the family psychoeducational services. Nevertheless, the results suggest the importance of family involvement in improving the school performance of chronically disruptive youth. (Includes 54 references.) (RJM)

ED 429 366 EA 029 780

Klecker, Beverly M.; Austin, Jerry L.; Burns, Leonard T.
An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Elementary Secondary Education; Politics of Education; Program Descriptions; *School Based Management; *School Policy; School Supervision
IDENTIFIERS- *Kentucky; *School Councils

This report describes the implementation of School-Based Decision-Making (SBDM) Councils. The research drew on a stratified random sample of high schools, middle and junior high schools, and elementary schools geographically distributed throughout the eight service regions of Kentucky. The paper also details the types of decisions being made by the SBDM Councils during the period of July 1, 1996, through November 30, 1997. The population for the study was 1,032 public schools with SBDMs, and a stratified random sampling technique was used. Results show that 34 percent of the principals in the sample were female, that most of the SBDM Councils were formed in 1991, and the length of time the principal had served in the school ranged from 1 to 27 years. It was found that most members of the councils were relatively inexperienced as council members. Councils made many more decisions in the categories of budget, council procedures, and personnel consultation than in the nine areas in which state law required them to have policies. The lack of experience among council members may explain the high percentage of decisions in the council procedure category. The number of curriculum decisions were significantly lower in the elementary schools than in the middle and high schools. Contains 26 references. (RJM) how the four elementary teachers identified as being efficacious described the relationships between personal teaching efficacy and teaching and learning. An initial interview, three days of classroom observation and a follow-up interview were conducted with each teacher. Constant comparative analysis was used to concurrently collect and analyze the data. Findings indicated that at the core of the relationship between teacher efficacy and teaching and learning was the teacher's need for continual integration of beliefs and practices. To achieve congruence between beliefs and practices, the efficacious teachers in the study engaged in a continual process of constructing meaning in two essential areas: the quality of teacher relationships (primarily teacher-student relationships) and the effectiveness of instructional practices. The process by which meaning was constructed included creating and sustaining a positive classroom climate, engaging in reflective practices, and continual development of self. The teachers' ongoing use of inquiry and feedback provided the critical link between what meaning was constructed and how meaning was constructed. Contains 20 references. (CR)

ED 429 386 EC 307 120

Abery, Brian; Bonner, Mike; Fossum, Paul; Koch, Tom; Montie, Jo; Nordness, Kurt; Taylor, Pam; Vandercook, Terri
The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; *Disabilities; Educational Change; Educational Environment; *Educational Innovation; Elementary Secondary Education; *Interpersonal Relationship; Models; *Regular and Special Education Relationship; *Teacher Collaboration; Teamwork

This monograph presents the "Shared Responsibility Framework of Social Interaction for Collective Investment," which offers a perspective on social interaction in the process of change. The framework attempts to integrate the dynamic features of educational reform by attending to components linked with personal and collective investment in reform initiatives. Chapters address: (1) the context that surrounds the framework and learning themes that occur throughout the monograph; (2) the six-year historical development and implementation of one service delivery effort and the challenges encountered as the grant team sought to understand and contribute to the continuing improvement at this school; (3) issues related to the question of how individual and collective investment are affected by interaction patterns and community habits; (4) a description of the Shared Responsibility Framework of Social Interaction for Collective Investment; (5) the Interactive Communication Initiative for facilitating communication and cultivating investment; and (6) strengths and caveats of the model, and suggestions on application and research of the framework. The last chapter presents a responsive series of reflection questions designed to assist readers in applying aspects of the framework in their own school contexts. Each chapter includes references. (CR)

Support for Families of Adults with Mental Retardation" (Tamar Heller); "Securing Self-Determination: Building the Agenda in Canada" (Michael Bach); "Wanted: People with Disabilities Involved in International Development" (Susan Sygall); "Girls and Women with Disabilities: A Global Overview" (Nora Groce); "Native American Communities--A More Inclusive Society?" (Ladonia Fowler); "My Experiences with the Criminal Justice System" (Perry Whittico wity Bonnie Shoultz); "Individuals with Significant Disabilities Who Are Victims of Crime" (James K. McAfee); "Should the Death Penalty Apply to Persons with Cognitive Disabilities: The States Must Decide" (Barbara E. Ransom and Dawn Sutton); "Unleash the Power" (Joyce Lipman); "Internet Resources Concerning People with Developmental Disabilities" (Rachael Zubal and Steve Drake); "Escaping from the Label Trap" (Michael W. Smull); "Changing the News about Disability: Why We Need To and How To Do It" (Mary Johnson); "Radical Heart, Moderate Mind: A Perspective on Inclusion" (Peter V. Paul); and "What's Wrong with the Feds?" (Mark A. Mlawer). (DB)

ED 429 405 EC 307 146

McGregor, Gail; Halvorsen, Ann; Fisher, Douglas; Pumpian, Ian; Bhaerman, Bob; Salisbury, Christine
Professional Development for "All" Personnel in Inclusive Schools.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; *Disabilities; Educational Policy; Educational Practices; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Models; *Professional Development; *Regular and Special Education Relationship; Standards; *Teacher Collaboration

This issue brief was developed as part of the Consortium on Inclusive Schooling Practices' framework for standards-based systemic reform. The brief focuses on one of the six major policy areas identified by the Consortium, professional development. It first discusses the concept of teachers as lifelong learners, then explores professional development practices to support inclusive schools, and finally describes the move toward inclusive professional development. Three tables summarize information on: (1) how adults learn; (2) essential policy and procedural questions concerning professional development; and (3) issues to consider in preparation for collaborative teaching relationships. The brief concludes with identifying key professional development issues to address at the local level (such as developing teacher and administrator competencies in responding to the needs of all students) and the state level (such as supporting joint professional development opportunities for special and general education personnel). Contains 23 references. (DB)

ED 429 406 EC 307 147

Hearing Loss in Children: Delayed Speech and Language Information Packet.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English

(2) the essential elements and core competencies of practice in a system of care, including cross-cutting competencies; (3) processes and practices for effective preservice and inservice training; (4) North Carolina's Pitt-Edgecombe-Nash Public-Academic-Liaison (PEN-PAL) project that represents a comprehensive approach to training; (5) promising approaches to training in Santa Barbara (California), Vermont, Hawaii, and Houston (Texas); and (6) characteristics of traditional, modified, integrated, and unified partnerships between state agencies, institutions of higher learning, and families and communities. Appendices include lists of training competencies from different systems of care. (Contains 65 references.) (CR)

ED 429 424   EF 005 110

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.
PUB DATE- 97
NOTE- 77p.; Prepared by the AIA Committee on Architecture for Education, Professional Interest Area. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architects; *Audiovisual Centers; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Libraries; *Theater Arts

The design of school libraries, media centers, and performing arts auditoriums are crucial to fulfilling and enhancing the need for human interaction and learning. This document presents descriptions of exemplary examples of architectural designs for these three areas as found in selected K-12 public schools across the country. Each entry is accompanied by a photograph of the area, an architect's statement of the design features, total construction costs, and the architectural firm's address and phone number. An index of the architectural firms by state is also provided. (GR)

ED 429 425   EF 005 111

Morris, Audrey Bruchetto, Ed.
Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Technology; Elementary Secondary Education; *Interior Design; Learning Processes; Lighting; Public Schools; Space Utilization; Storage; *Student School Relationship
IDENTIFIERS- American Institute of Architects

The failure of the "open classroom" concept of the 1960's has not diminished the need for researchers to continue to look at learning and teaching to better understand how educational spaces can be improved for everyone that uses them. This

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Foreign Countries; French; German; Higher Education; *Instructional Materials; Italian; *Material Development; Nonmajors; *Second Language Instruction; *Second Languages
IDENTIFIERS- University of Dublin (Ireland)

The report details results in the fifth year of implementation (1997-97) of a set of French, German, and Italian instructional modules designed for non-foreign-language-majors at the University of Dublin (Ireland). Focus is on the chief developments during that year (further refinement of the curriculum, production of a guide to independent language learning, and introduction of an identity cards to monitor access to language learning facilities and resources), rates of course enrollment and completion, and the generally high level of achievement in the courses. Research and development activities are outlined, changes in language program personnel are noted, and the piloting of a European Language Portfolio that records the student's language qualifications, background, and work is explained. Prospects for the language program's further development in the future are also discussed. (MSE)

ED 429 447 FL 025 794

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingualism; *Economic Factors; *Employment Patterns; Foreign Countries; Immigrants; Labor Market; *Language Minorities; *Language Role; *Official Languages; Population Trends; Public Policy; Trend Analysis
IDENTIFIERS- *Canada; Manitoba

Papers from a colloquium on the relationship between Canada's official languages and its economy include: "Economic Dimensions of Minority and Foreign Language Use: An International Overview" (Karim H. Karim); "European Research on the economics of Language: Recent Results and Relevance to Canada" (Francois Grin); "Reflections on Some Economic Aspects of Bilingualism" (Albert Breton); "The Comparative Advantages of Bilingualism on the Job Market: Survey of Studies" (Ghislain Savoie); "Official Language Implications of Immigration" (Alice Nakamura, Emi Nakamura); "Economic Costs and Benefits of the Official Languages: Some Observations" (Francois Villancourt); "How Linguistic Minority Communities; Contribute to the Economic Well-Being of Their Regions" (George J. De Benedetti, Maurice Beaudin); "The Two Official Languages and the Economy: A Manitoban Perspective" (Jean-Paul Gobeil); "Reflections on the Relationship Between Languages and the economy as Applied to Canada (Gilles Grenier); and "The Economic Benefits of Linguistic Duality and Bilingualism: A Political Economy Approach" (Harold Chorney). The transcription of a panel discussion is also included. An introductory section provides background information on the colloquium and its topic, and includes selected quotations from the program. (MSE)

ED 429 448 FL 025 795

ED 429 468 FL 801 303

Smith, Barbara; Quinn, Kathleen; Cooper, Rosalind
Opening Borders.
SPONS. AGENCY- Massachusetts State Dept. of Education, Quincy.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Adult Basic Education; Classroom Techniques; *Cultural Awareness; *Culture Conflict; Curriculum Development; *English (Second Language); *Immigrants; Literacy Education; Multicultural Education; *Nonverbal Communication; Second Language Instruction; Second Language Learning; *Student Adjustment; Student Characteristics

The guide is designed to familiarize adult basic education (ABE) English-as-a-Second-Language (ESL) teachers with the obstacles faced by adult students from other culture in the adult education classroom. An overview of these challenges and an outline of suggested teaching strategies and cultural activities are presented as a basis for developing a multicultural ABE/ESL curriculum. The beginning of the guide looks at the nature of culture shock experienced by an immigrant population and common individual responses to it. The process of second language acquisition is then discussed, and the important role of nonverbal communication is examined. A series of 16 classroom teaching strategies and teacher behaviors that support learning in this population is presented, and 8 classroom cultural activities are described briefly. Contains 11 references and resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 429 469 HE 031 844

Hinton, Samuel; Downing, Jan E.
Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; *College Students; *Education Courses; Educational Attitudes; Foundations of Education; Higher Education; Interpersonal Relationship; *Student Attitudes; Teacher Attitudes; Teacher Education; *Team Teaching; Teamwork
IDENTIFIERS- Eastern Kentucky University; *Faculty Attitudes

This study examined college instructors' and students' perspectives on the effectiveness of team teaching an undergraduate educational foundations course. A course entitled "School and Society" at Eastern Kentucky University was team-taught by an African American male instructor and a Caucasian female instructor. A total of 10 male and 22 female students, all Caucasian and mainly freshmen and sophomores, completed course evaluation instruments. Specific advantages associated with team teaching included the following: particular talents of instructors were used to their fullest in their specific for relevant factors. (Contains 26 references.) (MDM)

ED 429 490 HE 031 939

Pope, Myron L.; Miller, Michael T.
A National Profile of Faculty Governance Leaders in Higher Education.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *College Governing Councils; Colleges; *Communication Skills; Community Colleges; Demography; *Higher Education; *Leaders; National Surveys; Questionnaires; Sex Differences; Universities; Verbal Communication; *Writing Skills
IDENTIFIERS- Faculty Attitudes

This study explored the current demographic profile of faculty governance leaders, focusing on communication style. A total of 223 faculty senate leaders (or equivalent faculty governance leaders) completed a mailed questionnaire requesting information on demographic variables and communication behaviors. The questionnaire included the Personal Report of Communication Apprehension instrument and the Writing Apprehension Test. The respondents represented 76 research or doctoral-granting universities, 64 comprehensive universities and liberal arts colleges, and 83 community colleges. While it was found that the majority of the respondents were male full professors teaching in the liberal arts, females held the majority of leadership positions in the governance units of both research and comprehensive universities and in the liberal arts colleges. It was also found that the participants had moderate levels of apprehension for both oral and written communication encounters. Community college faculty governance leaders had the highest oral communication apprehension, followed by comprehensive university and liberal arts faculty leaders. Comprehensive university and liberal arts college faculty leaders, however, had the lowest writing apprehension level. (Contains 12 references.) (MDM)

ED 429 491 HE 031 940

House, J. Daniel
The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Institutional Research (38th, Minneapolis, MN, May 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Commuting Students; Educational Attainment; Grade Point Average; Group Instruction; Higher Education; *Outcomes of Education; *Predictor Variables; *Satisfaction; Self Efficacy; *Student Attitudes; Study Habits
IDENTIFIERS- Astin (Alexander W); *Input Environment Outcome Model

This study investigated the contributions of entering characteristics and college experiences on student satisfaction and degree completion using the input-environment-outcome assessment model developed by A. W. Astin (1995). A total of

Degrees; National Surveys; *Physics; Sex Differences; Tables (Data); Trend Analysis; Undergraduate Study

This report presents the results of a fall 1997 survey of U.S. colleges and universities that offer doctoral, master's, and bachelor's degrees in physics and astronomy, focusing on degree production and current student enrollment. Highlighted are the following: (1) although enrollments in physics degree programs have been declining, the number of students taking introductory courses has remained fairly stable; (2) the number of Ph.D.s conferred during the 1996-97 academic year declined 2 percent from the previous year, with a cumulative drop of 6 percent over the last three years; (3) bachelor's degrees in physics continue to decline, with the class of 1996-97 totaling 3,826 degrees (the lowest since the late 1950s); (4) the number of U.S. citizens enrolling as first-year graduate physics students is the lowest ever seen; and (5) the proportion of women physics bachelor's recipients has increased, on average, about 1 percent a year for the last four years, although women still represent only 19 percent of the undergraduate physics class of 1997. Text, figures, and tables present data on introductory enrollments; undergraduate enrollments and degrees; graduate enrollments and degrees; gender, race, and citizenship; and astronomy. An appendix provides trend data on degrees and enrollments over the last 10 years. (DB)

ED 429 512 HE 032 004

Dennis, Kay S.
Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cooperative Learning; *Curriculum Development; Faculty Advisers; Focus Groups; Higher Education; Humanistic Education; Leadership Training; Medical Education; *Medical Students; Professional Development; Program Effectiveness; Program Evaluation; School Counseling; Socialization; *Student Adjustment; Student Attitudes; Student Development; Student Needs; Student School Relationship

This study evaluated an innovative curriculum for first-year medical students which was designed to render the undergraduate curriculum more humanistic in socializing students into medicine. The Personal, Professional, and Leadership (PPL) development program provides guided, semi-structured opportunities to create "communities of learning" by forming heterogeneous groups of nine students who meet regularly with volunteer faculty facilitators throughout the four-year curriculum to explore personal, professional, and leadership development in the practice of medicine. The evaluation was conducted with the third cohort of students in the program and involved focus groups comprised of two students from each of eight PPL groups. Analysis of focus group interview data identified three major themes: (1) PPL participants found social support; (2) PPL participants found academic support; and (3) PPL participants struggled with unmet adult learning needs. A questionnaire completed by the 12 of the 16 faculty facilitators indicated that respondents felt the program was generally effective and fostered peer support and a sense of

1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Authoring Aids (Programming); *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Course Content; *Courseware; Distance Education; Foreign Countries; Higher Education; *Instructional Design; *Material Development; Teaching Methods; *Technical Writing; Training; World Wide Web; Writing Instruction
IDENTIFIERS- *Course Development; *SGML; University of Waterloo (Ontario); Web Sites

This paper describes the research and development of a fully World Wide Web-based credit course in the English Department at the University of Waterloo (Ontario). One hundred students from across Canada complete four exercises in technical writing over a four-month term. In the process, they learn to understand and apply the principles of SGML (Standard Generalized Markup Language) design in their assignments and in the profession generally. Their assignments are converted and displayed on the course Web site for markers' assessments and for their shared use. Students employ the same tools, software and designs that the instructors use to create all aspects of the course materials. Through this exposure, they are able to evaluate instructional methods by practicing them in their own work. Half the course grade is derived from students working entirely online in groups of three. All aspects of instruction are supervised and integrated by instructors using newsgroups, chat, online tutorials and instructor comments. A commercial version of the course is available to organizations for their training needs. (Author/AEF)

ED 429 531 IR 019 439

Carbone, Angela; Schendzielorz, Peter
Developing and Integrating a Web-Based Quiz into the Curriculum.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Computer Science Education; Evaluation Methods; Foreign Countries; Higher Education; Multiple Choice Tests; Pilot Projects; Programming; Student Attitudes; *Student Evaluation; Student Projects; *Test Construction; World Wide Web
IDENTIFIERS- Monash University (Australia); Technology Integration

In 1996, the Department of Computer Science at Monash University (Australia) implemented a First Year Advanced Students' Project Scheme aimed at extending and stimulating its best first year students. The goal of the scheme was to give students the opportunity to work on a project that best suited their needs and captured their interests. One of the projects, which became known as CADAL (Computer Aided Dynamic Assessment & Learning) Quiz, involved designing and implementing a World Wide Web-based multiple choice quiz generator and assessment tool. At the same time, there were several academics wishing to move away from the traditional mode of educational assessment toward knowledge (Selection Routine), used by expert librarian searchers and applies it to a heterogeneous search space such as CD-ROM databases and Web-based environments acting as an intermediary expert system. Topics discussed include: (1) the Selection Routine, including the three basic stages of a typical online search--definition of query structure, selection of search keys, and feedback review; (2) system description, including the Web-based interface, spell checker, consultative core, and retrieval component, as well as examples of the Selection Routine and Metaknowledge rule sets; and (3) implementation issues. Three figures present components of an online search, the decision tree of the Selection Routine, and system description. (AEF)

ED 429 550 IR 019 458

Vieville, Claude; Hoogstoel, Frederic
Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer System Design; *Cooperative Learning; Cooperative Programs; Distance Education; Foreign Countries; *Group Activities; Interaction; User Needs (Information); Users (Information); *World Wide Web
IDENTIFIERS- Design Methodology; Web Browsers

This paper describes a communication system accessible by a World Wide Web browser. The main advantage of this system is to encourage a collaborative way of learning using asynchronous communication channels. The conversation is strongly structured by the system itself which helps the users to coordinate their actions, playing their respective roles within a task. A conversation always occurs in the context of a task where each user plays a particular role. The system is built around the notion of active form, which is the single way for the user to communicate with the system. This system can be used by the actors of the educational process to organize their work. Globally, the basic services provided by this asynchronous communication system are informal exchanges, question-answer exchanges, date negotiation, pro-con argument production, action negotiation, and opinion collection. These basic services are enhanced by a subset of complementary services which are needed to manage, adapt, and integrate the system using existing communication tools to meet users' needs. A participative design approach has given the system a good degree of usability. Contains 19 references. (AEF)

ED 429 551 IR 019 460

Jervis, Charles K.
Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
SPONS. AGENCY- Virginia Foundation for the Humanities and Public Policy, Charlottesville.
PUB DATE- 98
NOTE- 29p.

following categories: foundational operations, knowledge, and concepts; processes for productivity; and communicating, inquiring, decision making, and problem solving. (AEF)

ED 429 569 IR 019 530

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.
PUB DATE- 98
NOTE- 74p.; For the Interim Program of Studies, see ED 422 901. For illustrative examples for other grade levels, see IR 019 528-529.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Uses in Education; Curriculum Guides; Educational Objectives; Educational Technology; Foreign Countries; High Schools; *Information Skills; *Information Technology; Learning Activities; Outcome Based Education
IDENTIFIERS- Alberta; *Technology Integration

The Illustrative Examples are a companion resource to Alberta Education's 1998 "Information and Communication Technology, Interim Program of Studies." Purposes of the examples are to: clarify the intent of the general and specific outcomes of the program of studies; suggest ways to integrate the general and specific outcomes with programs of study in the core subject areas for grades 10-12; and suggest tasks and activities that may help students achieve the outcomes within core subject areas. Each illustrative example includes a background or context, the task or activity, a scoring guide or rubric, specific outcomes, and related curriculum outcomes. Preceding the examples is an outline of information and technology general outcomes in the following categories: foundational operations, knowledge, and concepts; processes for productivity; and communicating, inquiring, decision making, and problem solving. (AEF)

ED 429 570 IR 019 531

Dussome, Webb; Rozmahel, Kathleen
Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 26p.; A publication of the School Technology Task Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Centralization; Computer Networks; Computer Uses in Education; Decentralization; Educational Administration; *Educational Finance; Educational Planning; Educational Practices; *Educational Technology; Elementary Secondary Education; *Financial Support; Foreign Countries; Information Technology; Models; School Based Management; *School Districts; School Surveys
IDENTIFIERS- *Alberta; Technological Infrastructure; *Technology Plans

This study examined how technology funding is planned, deployed and managed in six Alberta school jurisdictions and identified best practices and recommended strategies. Specific objectives were to research and examine, via interviews with technology personnel in each jurisdiction, the funding frameworks in place, and to report on commonalties, problematic areas, and

DESCRIPTORS- *Beginning Principals; Computer Literacy; Computer Uses in Education; Educational Administration; Elementary Secondary Education; Instructional Leadership; *Principals; *Professional Development; School Administration; Standards; *Technology Education
IDENTIFIERS- *Virginia

New standards in the state of Virginia are being instituted to require that professional development programs for pre-service principals include experience with technology. This study was designed to identify relevant topics that should be part of that experience. Surveys and interviews were used to gather information from in-service principals and principal interns regarding policy issues, technology leadership issues, and personal computer use. Based on survey results, a technology class is proposed that addresses each topic through discussions and context-based projects designed to meet the individual needs and interests of class participants. The survey form, template letters to principals and sample course syllabus are appended. Contains 12 references. (Author/AEF)

ED 429 589 IR 019 550

Margerum-Leys, Jon; Marx, Ronald W.
Teacher Education Students' Beliefs about Technology.
PUB DATE- 99
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interviews; Student Teachers; Tables (Data); *Teacher Attitudes; *Teacher Education
IDENTIFIERS- Technology Role

To gain the perspective of nine students currently being prepared to become teachers, this study used semi-structured interviews to examine their beliefs about computer-based educational technology. Areas for study included their views on the role of technology in the K-12 classroom, as well as their beliefs about their own skills in using technology and their perspectives on the most effective means of acquiring skills and implementing technology-infused activities into their classroom practice. Analysis found that participants' beliefs could be grouped into eight categories: background information; social dynamics; computers as used by teachers; computers as used by students; curriculum; learning about using computers; knowing about using computers; and availability of computers at school sites. Representative participants' responses in each category are reported, giving a detailed view of these preservice teachers' beliefs. Appendices include the coding structures and coding response tables. Contains 56 references. (Author/AEF)

ED 429 590 IR 019 551

Sorensen, Chris; Baylen, Danilo M.
Interaction in Interactive Television Instruction: Perception versus Reality.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada,

*World Wide Web
IDENTIFIERS- Canada; *Multicultural Materials; United States; USENET; *Web Sites

Designed as a research aid for educators and students in high school or college, this guide gathers and organizes information about Internet and World Wide Web sources that deal with multicultural issues that are likely to be of interest to an English-speaking audience in the United States and Canada. The first chapter constitutes a comprehensive collection of resources covering sites that provide information dealing with multiple ethnic groups and cultures. The rest of the book is divided into chapters according to the ethnic or cultural groups considered--Native American, African American, Hispanic American, Asian American (General), Chinese American, Japanese American, Asian Indian American, Jewish American, Americans of Middle Eastern and North African descent, French Canadian, Cajun and Creole, and Hawaiian American. Within each chapter, introduction and general information sections are followed by sources presented alphabetically by subject. For each site, the book provides a complete Internet address and a brief annotation that describes the site and its features. Includes a site/sponsor index. (AEF)

ED 429 609 IR 057 334

Davie, D. Kevin, Comp.; Fox, James, Comp.; Preece, Barbara, Comp.
The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Geography; Higher Education; *Information Systems; Library Administration; Library Equipment; Library Personnel; Library Role; *Library Services; Library Statistics; Library Surveys; Questionnaires; *Research Libraries; Training; World Wide Web
IDENTIFIERS- Association of Research Libraries; *Geographic Information Systems; Web Sites

The Association of Research Libraries (ARL), in partnership with Geographic Information System (GIS) vendors and foundations launched the GIS Literacy Project in 1992. This SPEC Kit and Flyer provide results from a survey conducted to examine how, in the years since the GIS Literacy Project began, ARL libraries have organized their delivery of GIS. Results are discussed in the SPEC Flyer in terms of the survey questions which focused on four categories: (1) general information about the library's role in delivery GIS services; (2) the number, level, and academic preparation or other training of staff involved; (3) the amount and kind of equipment, software, and data files that support GIS in the library; and (4) the kind of service offered and by whom it is used. The SPEC Kit contains: the survey questionnaire summarizing and tabulating results; a list of responding institutions; representative documents from ARL, the University of Georgia, Harvard University, North Carolina State University, and Southern Illinois University; and selected readings and World Wide Web sites. (AEF)

ED 429 610 IR 057 335

Denning, Catherine, Comp.
The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241

PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Faculty; Curriculum Development; *Distance Education; *Educational Technology; Higher Education; Program Effectiveness; Student Needs; Surveys; *Teacher Attitudes
IDENTIFIERS- *University of Alaska

This study assesses current and future demands for distance education at the University of Alaska (UA). It highlights findings from interviews with representatives of 33 rural organizations, and 36 instructors who teach 53 distance education courses. It also lists questions raised and recommendations made by provosts at the Anchorage, Fairbanks, and Juneau campuses. Included are an economic and demographic overview, fall 1997 distance delivery education overview, provosts' questions and recommendations. Findings indicate that, during the fall 1997 semester, nearly 4,115 students in 178 Alaskan locations were enrolled in 293 distance education courses offered through the UA. Distance education instructors suggested that courses will continue to draw more students because of the flexibility and accommodations they provide, and recommended that UA increase media advertising. Rural employers were less satisfied with distance education offerings than the local education authorities, wanted more professional development for educators and more training for health care professionals, and felt that skills in public administration, management, and accounting could be improved through local educational opportunities. The provosts recommended that UA should develop a management information system to help track and coordinate programs and courses across the three campuses. Appended are economic and demographic information and survey questionnaires. (AS)

ED 429 629 JC 990 196

Platt, Gail M.
On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Developmental Studies Programs; Educational Change; Educational Planning; *Educational Resources; High Risk Students; *Student Needs; Two Year Colleges
IDENTIFIERS- South Plains College TX

This report provides an overview of the Learning Center at South Plains College (Texas) during the 1998-99 academic year. Since its inception in 1980, the Learning Center has offered developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students. This document describes facets of the center, including its students, curriculum, instruction, faculty, physical facilities, intra-institutional relationships, external relationships, and process. Also included are detailed descriptions of activities and accomplishments of students who instruction. Research focuses on the place of remedial writing instruction in two California Community Colleges, one large and urban, the other smaller and suburban. The study used transcript analysis to investigate how well students from the two key college preparatory writing courses -- one an ESL course and one a non-credit beginning college reading and writing course -- fared in their academic work. The guiding research questions were: (1) how well do students in developmental writing courses fare in subsequent academic writing courses? (progress tracking); and (2) how well do Associate Degree English and college level English students with different instructional histories do in their academic writing classes? (historical tracking). The research found that for many students, remedial coursework is preliminary to extensive further college work, and the ESL cohort is most academically accomplished. The non-ESL students, the pre-collegiate basic skills students starting their college career with "English Fundamentals," did not fare as well. Only 58.6% passed the course, compared to 65.5% of the ESL students. Tables, charts and figures illustrate ethnicity demographics, cohort descriptive statistics, college English outcomes, progress tracking, failure and withdrawal rates by group, and grade point average. (17 references) (AS)

ED 429 649   JC 990 230

Sorensen, James E.
An Investigative Study on the Systematic Application of
  Effectiveness Indicators for Institutional Improvement in
  Northwest Community Colleges.
PUB DATE- 98
NOTE- 194p.; Ed.D. Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Accreditation (Institutions); Change Strategies;
  *Community Colleges; Educational Research; *Institutional
  Evaluation; Outcomes of Education; *Performance Based
  Assessment; Two Year Colleges
IDENTIFIERS- Northwest Association of Schools and Colleges

This study examines the importance of using effectiveness indicators for assessing institutional outcomes, and their congruence with actual or potential use in making institutional change and improvement, in selected northwest community colleges. The study was undertaken in response to the Northwest Association of Schools and Colleges' transition to an outcomes-based accreditation model in 1991. Questionnaires were completed by 148 primary administrators working at northwest community colleges that completed the regional accreditation process since 1990. The survey instrument measured whether 13 effectiveness indicators were important to the institutional change process, and whether such indicators have been used at the institution. In general, the study shows that there is a positive relationship in community colleges between the development of institutional effectiveness indicators and institutional change and improvement. Overwhelming support was given by administrators about the value of using effectiveness indicators to initiate change, with support ranging from 85.5% to 97.0% they should use effectiveness indicators to initiate institutional change. Indicators prioritized as most important by at least 90% of participants include: external indicators related to employer satisfaction and job placement levels, student and customer satisfaction, and student progression. All administrators who have used effectiveness indicators believe product was submitted after modifications. It was concluded that the simplified, single-page time card instrument was able to track staff accounting data and capture all assurance documentation data required to satisfy OMB regulations and WTCSB guidelines. (Appendixes contain 12 references and a sample basic education staff time card.) (YLB)

ED 429 182 CE 078 415

Harris-Bowlsbey, Joann; Dikel, Margaret Riley; Sampson, James P., Jr.
The Internet: A Tool for Career Planning.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Counseling; Career Education; *Career Planning; *Computer Mediated Communication; Computer Uses in Education; Databases; Information Sources; *Occupational Information; Postsecondary Education; *Search Strategies; Secondary Education; *World Wide Web
IDENTIFIERS- *Web sites

This publication for career counselors is an easy-to-use, practical guide to identifying useful websites, incorporating them into career planning services, and gaining awareness of ethical concerns. "Overview: Websites in Support of Career Planning" (JoAnn Harris-Bowlsby) describes four categories of career planning websites: assessment, database searches, information gathering, and communication. For each type, website capabilities and counselor/career development facilitator involvement are detailed. "Sample Websites" (Margaret Riley Dikel) identifies and describes specific websites, organized by the four categories. "Potential Problems and Ethical Concerns" (James P. Sampson, Jr.) discusses the following: the quality of resources and services offered on the Internet, individual readiness for Internet use, availability of user support when needed, credentials of resource and service providers, lack of counselor awareness of local conditions and events, confidentiality and user privacy, and equality of access to Internet-based career resources and services. "Models of Use of the Internet in Career Planning Services" (JoAnn Harris-Bowlsbey) addresses use of websites in conjunction with one-to-one counseling, group approaches, and computer-based career information and guidance systems. Appendixes include guidelines for Internet use for career information and planning services, standards for the ethical practice of counseling on the Web, and an index. (YLB)

ED 429 183 CE 078 418

Wu, Robert T. Y.
New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
PUB DATE- 98
NOTE- 13p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

the following: structural and institutional constraints, skepticism about the value of learning, and views about what constitutes appropriate male behavior. A change in the wider culture is necessary to promote learning as a normal and acceptable male activity from an early age. The success of appropriate targeted programs depends on the following factors: presentation and delivery, adequate resources, and financial assistance for learners. The clear social class differences in the profile of participants and nonparticipants make it imperative that inequalities in access be addressed to make learning opportunities available to all. (Contains 220 references.) (YLB)

ED 429 200 CE 078 448

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
SPONS. AGENCY- Welsh Office, London (England). Education Dept.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Agency Cooperation; *Board of Education Role; *Cooperative Planning; *Educational Opportunities; *Educational Planning; Foreign Countries; *Lifelong Learning; *Needs Assessment; School Districts
IDENTIFIERS- Wales

This manual is intended primarily to support policymakers and managers in local education authorities (LEAs) in carrying out their duties under Britain's Further and Higher Education Act 1992 in the new context of collaborative planning as set out in the 1998 Green Paper, "Learning Is for Everyone." Section 1 provides a summary of the legislative background to the adequate provision of further education in Wales. Section 2 presents a framework for LEAs and their partners for defining adequacy at local level. Section 3 focuses on an essential ingredient in determining adequacy--to build a picture of current participation and provision. Section 4 focuses on needs assessment, which is critical to determining adequacy in the local area. Section 5 provides strategies for determining strategic priorities. It sets out a suggested list of six key roles for the LEA: providing a clear definition of adequacy, ensuring that participation is accurately monitored, ensuring that all stakeholders are involved in planning and delivery, identifying how LEA services contribute to adequacy, securing the contributions of other stakeholders to adequacy, and promoting stakeholder collaboration and cooperation. Section 6 considers strategies and approaches for the roles that deal with partnership in planning. Appendixes contain the following a description of an LEA project in Wales; Green Paper extracts; Swansea's Charter that commits it to becoming a city and county of learning; integrated summary of two assessment frameworks; example of community mapping exercise; two examples of auditing provisions; and examples of local functional partnerships. (YLB)

ED 429 201 CE 078 449

Wilson, Peter
Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.

ED 429 218 CE 078 467

Heikkinen, Anja, Ed.; Sultana, Ronald G., Ed.
Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
PUB DATE- 97
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Education; *Educational History; *Educational Philosophy; *Educational Practices; Foreign Countries; Postsecondary Education; Secondary Education; Work Experience Programs
IDENTIFIERS- *Europe

This book is an outcome of a conference held in Malta September 19-23, 1996 on the theme, "Apprenticeship and VET (Vocational Education and Training)--Changing Policy and Practice in a Unifying Europe." The book considers the reemergence of the concept and practice of apprenticeship in education and training in many of the countries of Europe. The following papers make up the nine chapters of the book: "Education, Work, and Vocationalism: A Historical and Comparative Review of the Major Issues (1970-1985)" (Ronald G. Sultana); "Apprenticeship in England: An Historical Perspective" (Richard Aldrich); "The Apprenticeship Conundrum in Norwegian Vocational Education" (Liv Mjelde); "Apprenticeship in Finland: Is There Such a Thing?" (Anja Heikkinen, Leena Kuusisto, Maija Vesala); "VET in Germany between Traditional Structures and Modern Demands" (Rudolf Husemann); "The Pathway Approach to VET: The Case of Switzerland" (Philipp Gonon); "'But What I Want Most Is a Job': From School to Unemployment and Back Again" (Tove Lien); "Core Skills, General Education, and Unification in Post-16 Education in the United Kingdom" (Andy Green); and "How To Study Apprenticeship Comparatively?" (Anja Heikkinen). A list of contributors and their affiliations is included. (KC)

ED 429 219 CE 078 475

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Access to Education; Action Research; Adult Basic Education; *Adult Education; Adult Educators; *Adult Learning; Adult Literacy; Aging (Individuals); Andragogy; Case Studies; Community Development; Competency Based Education; Computer Assisted Instruction; Computer Uses in Education; Counseling Techniques; *Curriculum Development; Curriculum Evaluation; Educational Practices; *Educational Research; Educational Technology; Evaluation Methods; Experiential Learning; Foreign Countries; General Education; Labor Education; Lifelong Learning; Literacy Education; Older Adults; Professional Development; Research Methodology; Research Needs; Staff Development; Teacher Education; *Theory Practice Relat Australia; Canada; China; Europe; *Great Britain; National Vocational Qualifications (England); United States
IDENTIFIERS- Australia; Canada; China; Europe; *Great Britain;

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Course Content; *Education Work Relationship; *Individual Development; Integrated Curriculum; Learning Activities; *Middle School Students; Middle Schools; *Student Development
IDENTIFIERS- Florida (Southwest)

This curriculum guide for middle school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for middle school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

ED 429 238 CE 078 534

Comprehensive Student Development Curriculum. High School.
PUB DATE- 99
NOTE- 290p.; For related documents, see CE 078 532-535.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Education; Course Content; *Education Work Relationship; *High School Students; High Schools; Individual Development; Integrated Curriculum; Learning Activities; Secondary School Curriculum; *Student Development
IDENTIFIERS- Florida (Southwest)

This curriculum guide for high school student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for high school students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

ED 429 239 CE 078 535

Comprehensive Student Development Curriculum. Postsecondary

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adults; Demography; Drinking; Driving While Intoxicated; Family Environment; Mental Health; Problems; *Substance Abuse; Surveys
IDENTIFIERS- *Colonias; Drug Trafficking; Gambling; *Mexico United States Border; Texas

This report consists of information gathered from in-person surveys concerning substance abuse with adult residents (n=1,665) living in the Texas-Mexico border cities of Brownsville, El Paso, Laredo, and McAllen and with residents (n=504) of 51 different colonias in Hidalgo and Cameron counties (colonias are rural, unincorporated neighborhoods characterized by substandard housing and utility services). Current treatment needs and the prevalence of substance abuse within the group is discussed. Participants are compared to other populations including adults in other parts of Texas, Hispanics nationwide, and citizens of Mexican border cities. Acculturation and its relation to substance abuse is examined. Discusses driving while intoxicated, mental health, drug trafficking, availability of drugs and alcohol, family dynamics and problem gambling. Looks specifically at substance use and misuse in the colonias. Provides 22 charts and 29 tables illustrating results of the surveys. (Contains 80 references.) (MKA)

ED 429 258 CG 029 218

Webster, Sandra K.; Kelliher, Thomas P.
Intro through Internet Psychology.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 98
NOTE- 5p.; Poster presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Course Descriptions; *Ethics; Higher Education; *Internet; *Psychology; Student Development; Teamwork
IDENTIFIERS- Group Attitudes; Home Pages

Psychology and computer science were clustered into a course in "Internet Psychology" with the goal of enabling students to use electronic networks responsibly and creatively and to understand the principles of psychology as they operate in the electronic context. Fourteen students from a variety of majors registered for the class. Course content, process, and outcomes are described. Electronic means of communication between professor and student, as well as student to student, were emphasized. A broad range of class projects took advantage of the networks and included constructing a home page. First-hand experience in using group dynamics was important to improving the students' ability to work together in teams. Students elected to take harder tests in teams and did well. Follow-up assessment showed that students have become "local experts" on the Internet. Their Internet Psychology course provided them with an understanding of behavior that serves them well as they teach others. (EMK)

ED 429 259 CG 029 221

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Emergent Literacy; Evaluation Methods; Language Acquisition; *Language Impairments; Oral Language; Preschool Education; *Reading Interests; Reading Research; Student Evaluation

This paper asks how findings from emergent literacy (the study of the reading and writing behaviors that develop into conventional literacy) can combine with findings from oral language development to expand the services provided to preschoolers with language impairments. After giving an overview of major concepts and research of emergent literacy, it draws on research that demonstrates two primary contributions of emergent literacy for language-remediation services for preschoolers: (1) storybook reading with adults that supports the oral language learning of normally developing children also benefits language-impaired children; and (2) assessing language-impaired preschoolers using an emergent reading task in addition to an oral narrative task can give useful data. The paper presents case studies of two language-impaired children who show differing levels of interest in books. Results indicated that enjoyment of storybook reading was linked to consistency in parental expectations and use of language, regardless of the context. It notes that these findings have implications for both language-remediation specialists' practice and for the suggestions they give parents. By incorporating emergent literacy perspectives and methods into language-remediation services for preschoolers, the paper concludes that children's facility with language can be enhanced. Contains 90 references, and 4 tables a figure of data. (RS)

ED 429 279 CS 013 531

Higginbotham, Shelly
Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
PUB DATE- 99
NOTE- 137p.; Master's Thesis, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Literary Genres; *Middle School Students; Middle Schools; *Reading Attitudes; *Reading Interests; *Sex Differences; Sex Stereotypes; *Student Attitudes

A survey was conducted to examine the reading interests of middle school students. Subjects were sixth, seventh, and eighth grade students in a metropolitan, public middle school located in a southeastern state. It was hypothesized that the data would reveal statistically significant categories of reading interest, and would reveal significant differences between categorical interests by gender. A one-dimensional chi square analysis was used to analyze the reading interests for the sample as a whole. A two-dimensional chi square analysis was used to compare the reading interests by gender. The students clearly indicated a strong preference for the categories of Humor and Horror. The students also reported an interest in Mystery, Historical Fiction, Adventure, Science Fiction, and the non-fiction category of Animals. The results of this study showed differences in interest by gender, which are congruent with many of society's stereotypes. The females reported a stronger interest in Romance, Friendship, Animal Stories, have been the questions of authenticity and visibility that have emerged while the ethnographer watched the ways students' voices challenged their various composition and writing intensive course instructors' expectations. As she observed the students' written negotiations with their predominantly white audiences, and particularly with their white instructors, the ethnographer noticed that one of the white instructors did not seem to consider her black students' voices "authentic" unless they were articulating black racial issues. At this juncture of the research, the ethnographer would generally argue that, based on observed specifics, when instructors bring their conjectures about the features of a racially "authentic" voice to their readings of minority student writing, it can obstruct their view of the student as a whole student writer. When they ignore race, however, it can render them unable to see the difference that the students' race can make to their writing. Examples of the first pedagogic approach and of the second pedagogic approach help illustrate the issue. The upside of the two examples is that each of the two students' voices emerged in response to each of their instructors' pedagogical approaches in ways that turned their instructors' ideas about authenticity (the first case) and visibility (the second case) upside down. But perhaps a less obstructive middle ground exists. (NKA)

ED 429 301 CS 216 648

Elliott, Janet; Rietschel, Kimberly
The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); Grade 2; *Instructional Effectiveness; *Phonics; Primary Education; *Spelling; *Word Study Skills

A study examined the effect of word study on second-grade students' application of spelling and phonics in their independent writing. Subjects were 19 second graders from a school in a north-central Indiana region marked by a broad range of social and economic levels. Data included a spelling inventory, independent writing samples, and student surveys. Subjects were divided into four groups based on ability and met two or three times a week for 45 minutes at the end of the school day. Activities for student discovery and application included word hunts, word sorts, games, making words, and reading books and poems at the appropriate developmental level. Results indicated that: all students progressed in their knowledge of words; the greatest gains were made by the English-as-a-second-language students; and students of all academic levels found word study to be meaningful and enjoyable. Findings suggest that word study was a valuable tool used as part of a larger literacy framework in this second-grade classroom. Appendixes contain evaluation measures; a spelling inventory; a list of characteristics of the developmental stages of learning to spell; 12 charts of data; and student dictation sentences. Contains 8 references. (RS)

ED 429 302 CS 216 651

Wollman-Bonilla, Julie E.
Writing for Real-World Functions and Audiences in Family Message

skills that should be introduced and developed in all elementary classrooms. It begins with the mission of the Passaic School District, a message to classroom teachers and elementary school librarians, the mission of the library media program, a description of the philosophy of the school library media program, the goals of the school library media program, and general information for teachers. It then presents the skills, outcomes, and objectives for the readiness level, the first-through sixth-grade levels, and the advanced level. The curriculum guide then presents evaluation procedures and discusses technology in the library media center. Contains a 39-item glossary, 16 references, and a 93-item bibliography; appendixes contain the Library Bill of Rights, the School Library Bill of Rights, confidentiality information, evaluation and selection standards, a checklist for evaluating textbooks, and information on the New Jersey Library Network. (RS)

ED 429 326 CS 510 049

High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
PUB DATE- 98
NOTE- 9p.; For the 1996-1997 debate topic, see ED 404 704.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Debate; Federal Government; Foreign Countries; *Foreign Policy; High School Students; *High Schools; International Relations; Nuclear Warfare
IDENTIFIERS- Debate Tournaments; National Debate Topic; *National High School Debate Resolutions; *Russia

This 12-item annotated bibliography presents U.S. government documents suitable for use in preparation for a high school debate on the resolution that the United States should substantially change its foreign policy toward Russia. Items in the annotated bibliography address American-Ukranian nuclear relations; economic policy and trade practices; the history, politics, sociology, and national security systems of countries in the former Soviet Union; nuclear coexistence; revelations from the Russian archives; and United States' participation in the United Nations. The bibliography also provides the stock number, price and extensive ordering information for each publication. Items in the bibliography were published between 1994 and 1998. (RS)

ED 429 327 CS 510 052

Speaking and Listening to Your Child! Ten Fun and Easy Tips.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Education; Family Environment; *Listening Skills; Nonverbal Communication; *Parent Child Relationship; Reading Aloud to Others

This booklet presents parents with 10 "easy and fun" tips for helping them to speak and listen effectively to their children.

governance and operation. Other considerations for applicants, such as the length of the charter, the charter-school site, the grounds for denying a charter application, food service, and what is required for special education are also provided. The guide features a summary of Colorado's regulations for schools in the state, along with a list of federal statutes that affect the establishment of charter schools. Information on organizational and resource persons and additional resources and research information are listed. Nine appendices feature further details on the Colorado Charter Schools Act, a list of charter schools in the state, ways to understand school finance, rules for the administration of the waiver statute, state board appeal procedures, order forms, timelines for Colorado Student Assessment Program, allocating state-administered funds to charters, and Colorado's Basic Literacy Act. (RJM)

ED 429 347 EA 029 750

Bringing Out the Best in All Our Students. Partnerships/Goals 2000, Consortia Addressing Statewide Systemic Issues (CASSI) Grants and Local Improvement (LIG) Grants Progress Reports, 1995-1998.
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; Grants; *Incentive Grants; School Districts; School Effectiveness
IDENTIFIERS- *Colorado; Goals 2000

This report summarizes the accomplishments of local education grants that have balanced the need for high standards, accountability, parent involvement, and flexibility. The document examines results from two funding opportunities supported by the Goals 2000 Educate America Act: the Consortia Addressing Statewide Systemic Issues (CASSI) and Local Improvement grants. CASSI comprised five grants, funded for a 2-year period. They addressed broad issues that are key to implementing standards statewide, whereas Local Improvement grants were designed to build local capacity to implement standards and increase student achievement. The results show that all the grants addressed professional development, with over 1,000 teachers and 20,000 students having been affected by inquiry-based professional development in math and science. Over 80 percent of grantees used the funding to develop or implement assessments linked to academic-content standards, which will prove important in student evaluation. Grantees shared their efforts with educators and communities across the state, and professional development tools that have resulted from these grants were also distributed. The progress report emphasizes ways to sustain the impact of these local grants beyond the funding cycle. Throughout the report, advice on how to implement standards, based on lessons learned by the grantees, is provided. (RJM)

ED 429 348 EA 029 751

Maryland School Performance Report, 1998: State and School Systems.

ED 429 367 EA 029 781

Joyner, Carlotta C.
Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Eligibility; *Federal Programs; Government School Relationship; *Program Descriptions; *School Involvement
IDENTIFIERS- Ed Flex Program; Waivers

This report discusses the Education Flexibility Partnership Demonstration Program (Ed-Flex), which authorizes 12 states to grant waivers (temporary exceptions from certain federal requirements) to their local school districts. The report focuses on the scope and limitations of the current Ed-Flex waiver authority, as well as opportunities for expansion to more states under current eligibility requirements. It describes how states participating in Ed-Flex have found the program to be useful in achieving flexibility and in promoting educational reform efforts even though it does not address many key concerns about implementing federal requirements. Although Ed-Flex allows waivers from specific requirements within six major education programs, the largest of which is Title I of the Elementary and Secondary Education Act (ESEA), this waiver authority does not address district officials' major concerns, such as their need for accurate and timely information on federal requirements, and the lack of funds to meet their program and administrative costs. If the Ed-Flex program is to be significantly expanded, the current requirement that states must have an approved plan for education reform under Goals 2000 must be modified, and the states must make major changes in their ability to waive state-imposed, education-related requirements. (RJM)

ED 429 368 EA 029 782

Moore, Duane H.
Where Have All the Principals Gone?
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Demand Occupations; Educational Administration; *Elementary Education; Labor Needs; Leadership Responsibility; *Needs Assessment; *Principals; School Administration
IDENTIFIERS- Principal Shortage

This paper examines the factors underlying the shortage of elementary school principals. It presents the results of a survey of current educational-leadership graduate students regarding factors that would motivate them to aspire to the principalship and those factors that would discourage them from applying for the principalship. The elementary principalship has often been characterized as one of the most demanding, satisfying, and widely sought leadership positions in education. Yet, the responsibilities placed upon elementary principals are as demanding as those at other levels of

ED 429 387 EC 307 121

Vandercook, Terri
Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Teacher Collaboration

This monograph discusses the findings of two federally funded research projects that brought together university, school district, and state education personnel, along with families, to find ways to weave a tapestry of inclusion in the context of general education reform efforts. Among the lessons learned were that there are seven types of threads necessary to create a strong, lasting tapestry of inclusion. These necessary factors include: recognizing and helping others to recognize the contributions each child can make to the school community, commitment to being open to new ways of thinking and doing, recognition of the complexity involved in creating inclusive educational programs, awareness and focus on circle of influence rather than circle of concern, effective communication, courage to speak up in a considerate way, and effective collaboration. The monograph describes the importance of each of these factors, along with personal thoughts from parents, teachers, and students. A chart illustrates traditional and alternative service delivery paradigms. The monograph closes by urging schools to weave these threads to create a tapestry that both sets the stage for creating an inclusive school and sustaining these efforts on an ongoing basis. (CR)

ED 429 388 EC 307 126

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acceleration (Education); Educational Strategies; Elementary Secondary Education; *Emotional Development; Females; Foreign Countries; *Gifted; Individualized Instruction; Internet; *Interpersonal Competence; Life Satisfaction; *Social Development; Student Characteristics; *Talent
IDENTIFIERS- Alberta; *Positive Disintegration Theory

This proceedings focuses on "state-of-the-art" knowledge regarding social-emotional development, parenting issues, achievement issues, accelerative practices, individualized

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bibliographic Databases; Communication Disorders; *Delayed Speech; *Disability Identification; Early Childhood Education; *Early Identification; *Hearing Impairments; Infants; Information Sources; Language Acquisition; Language Impairments; Prevention; Screening Tests; State Programs; Young Children
IDENTIFIERS- *Combined Health Information Database

This information packet presents materials which focus on early identification of hearing impairment in infants and young children to prevent speech and language delays. A glossary of terms is followed by a summary of results of the National Institutes of Health Consensus Development Conference (1993) concerning early identification of hearing impairment in infants and young children. The next item is a statement of recommendations of the National Institute on Deafness and Other Communication Disorders working group on early identification of hearing impairment and addresses acceptable protocols for use in state-wide universal newborn hearing screening programs. The packet also includes two article reprints: (1) "Early Screening: A Promise for the Future" (Lorraine Short); and (2) "Hearing and the Development of Language and Speech" (Leo V. Deal and William H. Haas). A list of 10 additional resource organizations follows. Next are answers to seven frequently asked questions about Combined Health Information Database information searches. An abstract bibliography of 25 items completes the packet. Contains 25 references. (DB)

ED 429 407 EC 307 148

National Council on Disability Annual Report Volume 19, Fiscal Year 1998.
PUB DATE- 99
NOTE- 50p.; For the 1997 report, see ED 423 635.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agencies; Civil Rights; Compliance (Legal); Cultural Differences; *Disabilities; Federal Programs; *Government Role; Minority Groups; *Policy Formation; *Public Policy; Public Relations; Supported Employment; Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; *National Council on Disability

The annual report of the National Council on Disability (NCD) describes major activities of 1998 to promote policies, programs, practices, and procedures that guarantee equal opportunity for all individuals with disabilities, regardless of the nature or severity of the disability. NCD's major activities for 1998 are grouped into four areas: (1) broadening participation of youth and minorities with disabilities in the policy process (e.g., hearings on culturally diverse populations and on children and youth with disabilities from minority and rural communities); (2) working to monitor and improve enforcement of civil rights laws for people with disabilities (e.g., commemoration of the Americans with Disabilities Act anniversary and a statement on discipline of students with disabilities); (3) working to reorient public programs to support work (e.g., the Presidential Task Force on Employment and communication with the Rehabilitation Services Administration); and (4) bringing disability perspective to document summarizes presentations made at the 1997 American Institute of Architects (AIA) conference on the importance of school design to those who work and learn within them. The following topics are covered: the learning process; educational technology; storage space; space allocated to other professionals visiting schools and the general community; changes in school design brought on by educational change and facility uses; and use of natural lighting. An additional presentation examines one school's efforts in meeting the diverse needs now demanded of it. A concluding section provides a list of resources resulting from a search of the AIA library and archives that address K-12 schools and architecture. (GR)

ED 429 426 EF 005 112

Rossi, John
Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Centers; Community Involvement; Design Preferences; Educational Change; *Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; Relevance (Education); School Libraries; *Student School Relationship
IDENTIFIERS- American Institute of Architects

The American Institute of Architects convened a 1997 conference to explore the issues specific to designing specialties in educational facilities caused by educational reform's emerging methodologies and teaching philosophies. This document discusses the presenter's views of these issues in the following areas: creating engaging learning environments for a technology savvy student body; reforming educational curricula to meet 21st century job demands; planning educational facilities, performance spaces, libraries, and media learning centers that include participation from and consideration of its users; and the growing presence of new media technology into the learning environment. Final comments address how specialties in educational facilities are changing the architectural profession. (GR)

ED 429 427 EF 005 138

Hughes, Mary F.
Financing Facilities in Rural School Districts.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Elementary Secondary Education; Government School Relationship; *Public Schools; *Rural Schools; School District Size; *School

Ducharme, Jean-Charles
Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Federal Legislation; Foreign Countries; *Language Minorities; Language of Instruction; National Surveys; *Official Languages; *State Legislation; *Student Rights
IDENTIFIERS- *Canada

The Canadian Charter of Rights and Freedoms (1982) brought to the Canadian education system the right to instruction in the minority language. However, it is the province that must establish the appropriate school structures for exercise of that right. The study reported here outlines the current situation in the Canadian provinces and territories with respect to minority-language instruction and the management of educational facilities by official-language minority groups. First, it looks at the parameters within which those rights are exercised, and examines the current situation in each province and territory (Newfoundland, Nova Scotia, Prince Edward Island, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Northwest Territories, Yukon), presenting the relevant legislative provisions. The study is intended to be a useful reference on language rights in education in Canada. Enabling statutes are also summarized in an appended list. (MSE)

ED 429 449 FL 025 798

Farahzad, Farzaneh
Plurality in Translation.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discourse Analysis; Interpretive Skills; Language Patterns; *Language Processing; Language Research; *Language Variation; *Linguistic Theory; *Semantics; *Translation

This paper discusses factors contributing to differing translations of the same source text, arguing that translation occurs on a continuum rather than having absolute criteria and procedures. Issues examined include the formal properties of the text, the text's "invariant core of meaning," stability in the semantic elements of the text, the text as both product and process, sources of differing interpretations, socialization of the translator, and the varying translations' degrees of dependence on the source text. Contains 19 references. (MSE)

ED 429 450 FL 025 800

Huang, Li-yi
A New Model of Teaching Pedagogy in CHISEL for the 21th Century.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (32nd, Chicago, IL, November 20-22, 1998).

areas of specialization; the team benefited from reciprocal sharing and critiquing; and instructors complemented each other's method of teaching. Perceived disadvantages that could imperil the process were considered by the team prior to teaching the course and included the following: planning may be time consuming; personal clashes could deter progress; inadequate planning could degenerate into large-group instruction with "turn teaching" rather than team teaching; team members must want to participate and not be forced. Student perspectives on the team teaching of the course were highly positive. (Contains 20 references.) (MDM)

ED 429 470 HE 031 845

Borsa, John; Klotz, Jack; Uzat, Rod
Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); College Instruction; *Cooperative Learning; *Distance Education; *Educational Administration; Electronic Mail; Graduate Students; Graduate Study; High Schools; Higher Education; *Internet; Linking Agents; Listservs; Principals; School Administration; Teaching Methods; Technology Transfer; Telecommunications
IDENTIFIERS- *Southern Illinois University; *University of Southern Mississippi

This paper describes an alternative instructional concept--a distance learning/cohort teaching/cohort student grouping--that used the Internet to deliver instruction. Twenty graduate students at two universities, Southern Illinois University and the University of Southern Mississippi, subscribed to a listserv and worked cooperatively on a case study problem in which an experienced teacher applying for a position as a high school principal in an expanding school district is asked to develop a first-year plan to demonstrate his or her qualifications for the new job. Outcomes expected from this learning experience included: the opportunity to work collegially even though separated by a significant distance; learning to function as a single entity and to identify the information necessary to address and reach a solution; awareness of the commonality of administrative problems and issues; choosing to form a cohort network for professional career support; and evolving into a community of life-long learners. It was concluded that for such a method of instruction to be effective, courses must have clearly stated outcome expectations, the case studies must be viable and relevant, and there must be reliable technological resources. (CH)

ED 429 471 HE 031 846

O'Phelan, Mary Hall; Fulkerson, James
Effect of Introductory Counseling Course on Retention Rates.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-

594 college students who had started college about 5 years previously completed a survey about their college experiences. Data from this survey was merged with data provided by the students at the time they began college. It was found that students who spent more hours commuting tended to spend fewer hours per week studying and doing homework. Students who spent more hours per week studying and doing homework and who worked on a group project in class were more likely to be satisfied with their overall instruction in college. It was also found that students with higher high school grade point averages tended to have higher self-ratings of their overall academic ability and higher expectations of graduating with honors. Students with higher high school grades, higher self-ratings of their academic ability, and greater expectations of graduating with honors were more likely to earn a bachelor's degree and to be satisfied with their college experience. (Contains 31 references.) (MDM)

ED 429 492   HE 031 941

Fincher, Cameron
Teaching and Technological Innovation. IHE Perspectives.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Instruction; *Educational Attitudes; Educational Improvement; *Educational Technology; Educational Theories; *Higher Education; *Instructional Innovation; Program Descriptions; Teacher Role; Teaching Methods
IDENTIFIERS- *Georgia; University of Georgia

This essay discusses the effects of technological innovation on instructional innovation. It is noted that the impact of technological innovation in instruction is cushioned by inherently conservative forces in academe, including the incentive-and-reward system that rewards research over teaching as well as the reluctance of many faculty to adopt such technology. Programs at the University of Georgia and those of the Georgia Governor's Teaching Fellows Program are reviewed as examples of initiatives that support the innovative use of technology in the undergraduate classroom. The effects of learning theory on technological innovation over the last several decades are also reviewed. It is argued that while there is no best way for all students to learn, and there is no single method, process, or technique that is best for all teachers, the improvement of undergraduate education would benefit immensely from a more effective blending of learning theory, teaching practices, and the innovative uses of technology. (Contains 12 references.) (MDM)

ED 429 493   HE 031 942

Fincher, Cameron
Planning Imperatives for the Next Century. IHE Perspectives.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; *College Planning; Decision Making; *Educational Attitudes; *Educational Objectives;

community. Overall, analysis suggests that although the PPL program provides important benefits to first-year medical students, it lacks several elements fundamental to adult education programming, such as a needs assessment and attention to the special needs of introverted students. (Contains 16 references.)(DB)

ED 429 513 HE 032 005

Reasons for Hope. Promising Practices from the Campus Diversity Initiative.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; College Admission; *Cooperative Programs; Cultural Pluralism; Curriculum Development; Diversity (Institutional); *Diversity (Student); Faculty Development; Higher Education; Institutional Mission; Intergroup Relations; Program Descriptions; School Community Programs; School Holding Power; Student Recruitment; World Wide Web

This publication is an outgrowth of a cooperative effort by the Association of American Colleges and the University of Maryland to use the World Wide Web to disseminate information about promising diversity programs, courses, and campus life initiatives being developed by colleges and universities around the country. Descriptions of diversity programs at 26 institutions are grouped into five categories: (1) institutional mission and ethics; (2) curriculum and faculty development; (3) intergroup relations and campus life; (4) recruitment, retention, and admissions; and (5) campus-community partnerships. Contact information is also provided for each program. A list of schools participating in the Campus Diversity Initiative program is appended. (DB)

ED 429 514 HE 032 006

Miller, Lara Anderson; Miller, Michael
An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Freedom; *College Faculty; Fiction; *Higher Education; *Institutional Characteristics; Mass Media; Novels; *Politics of Education; *Tenure
IDENTIFIERS- *Galbraith (John Kenneth)

This paper analyzes the novel, "A Tenured Professor," by John Kenneth Galbraith, in an exploration of the impact of fictional writing and other popular and mass media on public perceptions of higher education. In the book Galbraith offers his views on his own experience as a leading educator and on the world of higher education. The book tells about the career and personal development of a professor of economics who pursues wealth in order to influence society on the stage of higher education. The book is seen to address four main issues prominent in contemporary higher education: (1) institutional prestige and interactive, computerized assessment. As a result, CADAL Quiz was incorporated into the First Year Computer Programming unit and used by lecturers, tutors, and students. This paper reports on a pilot project for developing and integrating CADAL Quiz into the curriculum. It highlights the unique quiz features and its use by students and staff. The paper describes how the quiz was incorporated into the unit and presents a conduit of attitudes useful to those planning to use the Web as a resource for educational assessment. (Author/AEF)

ED 429 532 IR 019 440

Eales, R. T. Jim; Byrd, Laura M.
Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Learning; Educational Change; *Educational Development; Educational History; Educational Technology; Elementary Secondary Education; *Internet; Models; Public Education
IDENTIFIERS- *Authenticity; Collaborative Learning; Deschooling; *Situated Learning; Technology Integration

The Internet has tremendous potential for K-12 education. However, learning how to exploit that potential remains an important problem. This paper uses ideas from situated learning and the deschooling movement to address the argument that there has been no significant reform (technology-based or otherwise) of public education for over a century. A preliminary educational model, focusing attention on the need for engagement with authenticity, is presented. The notion of authentic collaborative learning is introduced, and a number of requirements that are desirable in a technological system to support such learning are suggested. Contains 13 references. (AEF)

ED 429 533 IR 019 441

Gale, Carolyn; Bourne, John R.; Thompson, Benjamin
Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
PUB DATE- 97
NOTE- 10p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Content; *Course Evaluation; Design Preferences; Distance Education; Electronic Mail; Feedback; Higher Education; *Instructional Design; Material Development; Screen Design (Computers); Tables (Data); Workshops; *World Wide Web
IDENTIFIERS- Asynchronous Learning Networks; *Course Development; Vanderbilt University TN; *Web Sites

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Curriculum Development; Educational Technology; Evaluation Criteria; Evaluation Methods; High Schools; Honors Curriculum; *Instructional Development; Interaction; National Standards; *Problem Solving; *Science and Society; Science Education; *Scientific Literacy; Secondary School Science; State Standards; *Technological Literacy; Thinking Skills
IDENTIFIERS- Authentic Assessment; de Bono (Edward); Postman (Neil); *Technology Assessment; Virginia

This paper describes a technology assessment curriculum developed at Auburn High School (Virginia). The program was used in Honors Biology and General Chemistry classes and is based on Neil Postman's ten principles of interaction between technology and society and Edward de Bono's "Six Thinking Hats," a system of approaching a problem that provides a formalized framework to focus thinking. Objectives of the programs were for students to: analyze local and recent technological, economic, scientific, and cultural interactions; address these technologies from the points of view of de Bono's and Postman's frameworks; and produce a portfolio of products according to principles of authentic assessment that document an understanding of Postman's principles and the technologies investigated. Topics discussed include: (1) rationale for the project and an introduction to de Bono's and Postman's techniques; (2) standards and technology education, including Virginia and national standards/frameworks; (3) the importance of technology assessment to contemporary society; (4) the amount of technical knowledge needed to make intelligent decisions about technology; and (5) basic skills necessary in order to be comfortable with investigations into technology/science/society issues, including understanding of the foundations of scientific reasoning, and science, humanities, and social sciences problem solving skills. Sample student handouts and assignments are included. (DLS)

ED 429 552 IR 019 461

Schnackenberg, Heidi L.; Asuncion, Jennison; Rosler, Dean
The Education Forum: A Web-Based Resource for Teachers.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Houston, TX, February 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Uses in Education; Curriculum Development; *Educational Resources; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Development; Instructional Materials; *Lesson Plans; *Resource Materials; Teaching Methods; *World Wide Web
IDENTIFIERS- Concordia University PQ; *Technology Integration; Technology Utilization; Web Pages; *Web Sites

One of the issues surrounding the successful integration of technology into teaching practices is teachers' lack of time to develop or modify lesson plans, units, or curricula to incorporate technology. The Education Forum Web site, http:

recommended practices with respect to establishing and managing technology funding. The use of site-based, moderately site-based, and centralized funding models to equip schools with modern technology infrastructures is discussed. Best practices and recommended strategies are summarized in the following areas: (1) technology governance (establishing clear guidelines for managing technology, thereby maximizing return on investment and minimizing support costs); (2) managing the impact of computer networking (reshaping technology management and expenditure streams to reflect changes in how computers are used); (3) technology planning; (4) technology investment (addressing the major challenge of ensuring the long-term viability of technology investments); (5) accounting for investment (identifying the other costs involved in technology investment); and (6) technology funding sources (ensuring consistency across jurisdictions regarding sources of funding). A list of related Alberta Education resources is appended. (AEF)

ED 429 571 IR 019 532

Heck, Gary J.; Wallace, Barbara
Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 73p.; A publication of the School Technology Task Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Administration; Educational Change; Educational Objectives; *Educational Planning; *Educational Practices; Elementary Secondary Education; Faculty Development; Foreign Countries; Futures (of Society); *Information Technology; Instructional Development; Leadership; Literature Reviews; Outcome Based Education; Program Implementation; *School Districts; Teaching Methods; Teaching Models
IDENTIFIERS- Alberta; *Technology Integration; *Technology Plans; Visions

The successful implementation of Alberta's learner outcomes in information and communication technology will depend on the ability of educators across the province to understand how change occurs and what change means for those who are involved. Schools and school jurisdictions also must have a clear vision for the future and provide effective leadership and ongoing support for staff development. This report presents a review of the literature, focusing in the following areas related to the successful implementation of new curriculum and classroom projects: (1) understanding change theory; (2) vision, including technology as a higher-order thinking skill; (3) leadership; (4) technology integration plans, including overview, scope and sequence, instructional models and organizational issues, curriculum integration, and resources (i.e., software, hardware, and human resources); (5) planning for staff development, including assessing professional development needs and meeting individual needs; and (6) assessing progress. Appendices include: Alberta Education technology planning requirements; a list of 17 related Alberta Education resources; a best practices project template; and examples of the best practices for implementing Alberta's relatively new technology outcomes, as exemplified by 12 schools. (Contains 46 references.) (AEF)

ED 429 572 IR 019 533

April 19-23, 1999). Survey page may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; *Distance Education; Educational Technology; Graduate Students; Higher Education; *Instructional Effectiveness; Instructional Materials; *Interactive Television; Interactive Video; Satisfaction; Student Attitudes; *Student Reaction; Surveys; Teaching Methods
IDENTIFIERS- *Compressed Video; Learning Environment

Distance education is moving toward more interactive environments. Studies of student satisfaction with distance education suggest that the level of interaction in the class is related to perceptions of satisfaction regardless of the instructional medium. This paper reports findings from a study of four graduate research and evaluation courses at a midwestern public university that were taught using interactive television technology, specifically, a compressed video system. Two of the courses had three delivery sites each and two had two sites each. Data were collected using multiple sources. Data included information on student background and experience with distance education; videotapes of classes; surveys of distance education satisfaction; five-minute feedback forms; student journals; surveys of student perceptions of interactivity; and student achievement data. A particular focus in this study was on "interactivity" in distance education. The results reported focus on data from four sources: (1) surveys of student perceptions of interaction, (2) videotape data from the classes, (3) student journals, and (4) one-minute feedback forms. Contains 20 references and the interaction survey. (JMK)

ED 429 591 IR 019 552

King, Frederick B.; Harnar, Michael A.; Mayall, Hayley J.
Implications of Using Asynchronous Video in Distance Learning.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Computer Assisted Instruction; Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Instructional Effectiveness; Instructional Materials; Interactive Video; Student Attitudes; *Student Reaction; Visual Aids
IDENTIFIERS- *Asynchronous Learning Networks

The purpose of this study was to determine whether asynchrony between audio and visual presentation in distance education classes had an impact on student perceptions of distance learning and student achievement. Six distance education courses, all in different disciplines, were taught from six different locations to a minimum of one satellite location. Over 115 students from these classes filled out a 42-item post-course questionnaire. In addition to demographic data, two constructs emerged from the questionnaire. One construct was labeled "metacognition." The second construct, "technology," is the focus of this paper. This construct was found to have predictive value in: (1) determining whether students would enroll in future distance education courses; (2) determining

and SPEC Flyer 241.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Change; Higher Education; Library Automation; Library Development; *Library Materials; Library Personnel; *Library Services; Library Statistics; Library Surveys; Questionnaires; *Research Libraries; World Wide Web
IDENTIFIERS- Association of Research Libraries; *Gifts and Exchange Functions; Income Taxes; Web Sites

This SPEC Kit and Flyer focus on the gifts and exchange function in Association of Research (ARL) libraries. The survey was sent to 119 ARL institutions via e-mail; 62 usable replies were received. Results, discussed in the SPEC Flyer, highlight trends and effects of changes in library automation, staffing decreases, administrative reorganization, reexamination of gift policies, federal tax law changes, solutions regarding appraisals, and recent political upheavals and uncertainties around the world. The SPEC Kit contains: the survey questionnaire summarizing and tabulating results; a list of responding institutions; representative supporting documents, including a planning document, workflow charts, policies and procedures, donor information, deeds, and exchange labels/miscellaneous documents; and selected readings and World Wide Web sites. (AEF)

ED 429 611 IR 057 336

Sutter, Lynne; Sutter, Herman
Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
PUB DATE- 99
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childhood Interests; Dewey Decimal Classification; Elementary Education; Information Literacy; *Information Skills; Multimedia Materials; Optical Data Disks; Printed Materials; Reading Materials; Research Methodology; *Research Skills; *Resource Materials; *Student Interests; *Student Research; Subject Index Terms; Videotape Recordings; World Wide Web
IDENTIFIERS- Big Six; *Pathfinders; Web Sites

Intended for use by teachers, librarians, parents, and elementary school students, this book provides 115 pathfinders to a variety of subjects to guide a student's research and broaden a child's interest base. Each pathfinder (i.e., collection of resources on a given topic) includes: a description of the subject; the Dewey Decimal numbers specific to that topic; search terms to use when researching the topic; a selection of nonfiction, reference, and fiction books; a list of World Wide Web sites appropriate for student or teacher use; a list of multimedia materials, including CD-ROMs and videos; and cross-references to related pathfinders. Following the pathfinders, is a section that provides an introduction to research methods received academic support services and/or developmental education provided through the center. Following the descriptive narrative is a progress report on goals for the 1998-99 and 1999-2000 academic years. Appended are faculty performance reports and listings of the professional activities of the faculty and director of the Learning Center. Also attached are sample student evaluation forms concerning programs and services. Tables show the outcomes for students enrolled in developmental reading courses, TASP test performance, and other data detailing the academic experiences of students of South Plains College. (AS)

ED 429 630 JC 990 197

Hammond, Ron J.
Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
PUB DATE- 99
NOTE- 24p.; "With significant research contributions from Loretta Palmer and Ted Ungricht."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Students; Comparative Analysis; *Distance Education; *Educational Technology; *High School Students; High Schools; Higher Education; *Student Attitudes; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Utah Valley State College

In an effort to determine whether advanced placement and concurrently enrolled high school students learn as well as college students in distance education courses, Utah Valley State College (UVSC) administered an open-ended survey in the spring of 1998 to all students learning off-campus via the computer or television, soliciting information on the interactive learning experience, demographics, and the level of satisfaction with the course and teacher. After the survey was administered, fourteen interactive teachers were surveyed on similar issues. Findings indicate that: (1) high school students had more complaints about interactive learning, yet were more complimentary of teachers than were the college students; (2) high school students value interactive classes more than college students, yet do not perform as well; (3) high school students reported feeling isolated and found the interactive courses to be difficult; (4) teacher feedback was similar to student feedback regarding the necessity of basic student skills for success in an interactive environment; (5) both teachers and students like the technology and access; (6) it is questionable whether high school students are prepared or ready for interactive college courses; and (7) further study should be conducted. Appended are the survey instruments. Contains 12 references. (EMH)

ED 429 631 JC 990 200

The News: July 1996-Spring 1999.
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communications; *Community Colleges; Computer Uses in Education; Educational Technology; *Internet; Journalism;

that external indicators and community development led to the most positive change. (Contains approximately 90 references.) (AS)

ED 429 650 JC 990 231

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
PUB DATE- 97
NOTE- 110p.; Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; Costs; *Department Heads; Educational Change; *Educational Finance; Educational Trends; Entrepreneurship; Faculty Development; Innovation; *Leadership; Organization; *Part Time Faculty; Skills; *Technical Institutes

The Academic Leadership Journal is a reviewed publication dedicated to disseminating both research-based and practical information, distributed three times a year. Its mission is to assist community and technical college department/division chairs, deans, and other organizational leaders to achieve academic excellence. The three issues in volume four are dated October 1996, and February and June 1997. Each issue is divided into Features; Tips and Tools; and Departments, including the Executive Director's Notebook, Stories, Metaphors & Anecdotes, and Membership. Number One focuses on the professional development of part-time faculty, and offers tips on cultivating student-centered faculty and developing departmental web sites. Number Two discusses innovation and educational reform, with a focus on leadership; enhancing faculty vitality; and the application of chaos theory to educational organizations; and offers tips on understanding and facilitating change. Number Three examines the risks and rewards of college intra- and entrepreneurship, looks at the skills necessary for a changing economy, discusses raising funds while reducing costs; and provides tips on developing skills for the new economy and how to increase costs and increase funds. (NB)

ED 429 651 JC 990 232

Cudmore, Wynn, Ed.; Kelly, Susie, Ed.
Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Technicians; *Community Colleges; Earth Science; Ecology; *Environmental Education; Higher Education; *Natural Resources; Partnerships in Education; Program Development; Secondary Education; Sustainable Development

The Northwest Center for Sustainable Resources (NCSR) is a partnership of educators and numerous agencies dealing with natural resource management. NCSR emphasizes the ecosystem as a central theme in natural resource technical education. This booklet explains NCSR's relationship to secondary and higher education, describes NCSR programs and curriculum, and introduces NCSR partners, employers, and researchers.

(150)
DESCRIPTORS- Continuing Education; Curriculum Development; Economic Development; Educational Certificates; *Educational Change; *Equal Education; Foreign Countries; Futures (of Society); High Schools; *Labor Force Development; Lifelong Learning; Postsecondary Education; Student Certification; *Vocational Education
IDENTIFIERS- *Taiwan

Changes caused by technology, economy, society, and education have necessitated reform of technological and vocational education (TVE) in Taiwan. Recommended reforms are as follows: relaxing educational regulations, accepting every student into higher education, streamlining channels to higher education, raising educational quality, and creating a lifelong learning society. The government has responded to needs for such reforms by proposing and implementing four categories of strategies and initiatives: (1) a flexible TVE system can be reached by increasing the number of continuing education institutions, revising the curricula, and providing multiple channels for school entrance; (2) for sustainable national economic development, TVE should provide professionals trained in foreign languages, finance, hospitality and travel, transportation, telecommunications, information processing, and film and television; (3) educational equity of TVE can be achieved by 10-year compulsory education, comprehensive high schools, multiple channels for school admission, and planning for lifelong learning; and (4) skill certificates should be emphasized as an indicator of occupational competencies and be considered for continuing education, employment, and job promotion. TVE can serve students' needs for employment or continuing education and become an integral part of the lifelong learning process. Skill certificates to improve students' occupational competencies required in the work world should be emphasized, and TVE must be continually improved to develop a world class work force. (Contains 11 references.) (YLB)

ED 429 184 CE 078 424

Grubb, W. Norton
From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Coordination; Education Work Relationship; Federal Government; Federal Legislation; *Federal Programs; Job Training; *Labor Force Development; Postsecondary Education; Role of Education; Secondary Education; State Government; *State Programs; *Vocational Education
IDENTIFIERS- Workforce Investment Act 1998

High public expectations of the educational and workforce development systems are the force behind the shifting roles of education and training and efforts to create more coherent and effective systems of work force preparation. The result of pulling and tugging by citizens, policymakers, and educators is a system of widespread access, considerable transparency, and variation. Like the federal government, states have a plethora

PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Educational Certificates; Foreign Countries; Futures (of Society); *Lifelong Learning; Models; *National Standards; Public Policy; *Qualifications; *Student Certification
IDENTIFIERS- *Great Britain

If Britain is to deliver a genuine framework for lifelong learning in the 21st century, a qualifications system must be developed to support this framework. The National Qualifications Framework may not be fit for the purpose of supporting lifelong learning. A policy on lifelong learning must explicitly connect with qualifications reform to have an impact on the structure of provision, accessibility to many learners, and long-term ability of the education and training system to combat social exclusion and support the modernization of the economy. To design a framework for lifelong qualifications, Britain must ensure it can accommodate new achievement sets and combinations of these sets without disturbing the basic design features of the framework. An alternative concept of "national standards" must be established that is linked more closely to the idea of lifelong learning to create the necessary basis for changes needed to create a qualifications system for the next millennium. Qualifications for lifelong learning must draw upon leading-edge industrial and commercial models if they are to become "future proof." A connection exists between the concepts of standardization and customization and the different phases of lifelong learning. Four suggested protocols for a framework of credit-based qualifications to support lifelong learning are unit, network, credit, and qualification. (Contains 60 references.) (YLB)

ED 429 202 CE 078 450

Williamson, Bill
Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Creativity; Dialogs (Language); *Educational Philosophy; *Educational Sociology; Empowerment; Foreign Countries; Higher Education; *Learning Theories; Life Events; *Lifelong Learning; Moral Development; *Social Psychology; Social Theories
IDENTIFIERS- England

These 11 essays explore the promise and limitations of current models of lifelong learning. "The Sociology of Lifelong Learning" discusses the relevance of various movements to understanding learning in modern society. "Knowledge, Power, and Ignorance" suggests that a new kind of society--the expert society--is emerging. "Knowing, Understanding, and Feeling" explores the thesis that understanding is best conceived as a social process nurtured most effectively through dialogue and, when adults are helped to approach understanding this way, they learn quickly and effectively. "Lifeworlds and Learning" highlights the critical importance of the value people place on

National Vocational Qualifications (England); United States

This CD-ROM contains 693 papers on university teaching and research in the education of adults that were presented during the 27-year period from 1970 through 1997. The CD-ROM is designed to be used with the Macintosh, Windows 95, and Windows 3.1 operating systems and Adobe Acrobat Portable Document Format (version 3), which is included along with the papers. Papers can be accessed by clicking titles in lists of papers from each year's proceedings; clicking paper titles listed in an alphabetically arranged list of key words; and searching for a word or combination of words associated with paper titles, authors, and key words. Free text searches can also be performed. The following are among the topics covered in significant numbers of papers: adult education; adult basic education; adult educators; adult learning; adult students; adult vocational education; aging; andragogy; behavioral objectives; community education; community development; competency-based education; computer-assisted instruction; counseling; course content; course evaluation; curriculum design/development; educational finance; educational practices; educational principles; educational research; educational theories; evaluation methods; further education; labor education; learning processes; learning theories; lifelong education; literacy education; National Vocational Qualifications; older adults; professional continuing education; professional development; reflective practice; research design; research needs; research utilization; student and teacher attitudes; and women's education. (MN)

ED 429 220 CE 078 476

Spalter-Roth, Roberta M.; Kalleberg, Arne L.; Rasell, Edith; Cassirer, Naomi; Reskin, Barbara F.; Hudson, Ken; Webster, David; Appelbaum, Eileen; Dooley, Betty L.
Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Employed Women; Employment Opportunities; *Employment Patterns; *Family Work Relationship; Females; Fringe Benefits; Males; *Managerial Occupations; *Part Time Employment; *Professional Occupations; Self Employment; Temporary Employment; Wages

With more mothers in the work force and greater stresses created by competing demands of work and home, nonstandard work arrangements (NSWAs), which include temporary help agency work, on-call work, day labor, contract work, independent contracting, self-employment, and part-time work, have been suggested as a remedy for this conflict. For the average worker, the cost of employment in a nonstandard arrangement is often quite high in terms of reduced hourly wages and benefits and limited job security; however, little is known about managers and professionals in nonstandard arrangements. A study compared the experiences of managers and professionals in nonstandard arrangements to those with similar characteristics in regular full-time jobs, as well as to other white-collar workers in nonstandard arrangements. Data were gathered from the February 1995 Current Population Survey. The study found that managers and professionals in many types of nonstandard work, especially if they are women, are paid less than their

School.
PUB DATE- 99
NOTE- 352p.; For related documents, see CE 078 532-534.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Exploration; Course Content; *Education Work Relationship; Individual Development; Integrated Curriculum; Learning Activities; Postsecondary Education; *Student Development
IDENTIFIERS- Florida (Southwest)

This curriculum guide for postsecondary student development was created in response to needs expressed by business and other organizations throughout the Southwest Florida School-to-Careers Consortium. The guide encompasses four curriculum categories: academic achievement, career development, personal and social development, and community involvement. Each of these four areas is further subdivided into general goals and attendant student outcomes. Activities are provided as examples of the range of possible activities that can be used to meet any particular outcome or goal. A reference section accompanies the guide. The curriculum content is organized in the following eight sections, with course content suitable for postsecondary students: (1) introduction and information on using the curriculum guide; (2) school-to-careers competencies; (3) correlation of sunshine state standards; (4) curriculum matrix; (5) exceptional student education adaptations; (6) evaluation; (7) character education and school-to-careers; and (8) sample activities. (KC)

ED 429 240 CG 029 031

Texas School Counseling and Guidance Programs. Final Study Report.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Counselor Role; Elementary Secondary Education; Prevention; Program Effectiveness; Program Evaluation; *School Counselors; *School Guidance; State Programs; Student Development; Tables (Data)
IDENTIFIERS- Texas

The availability and quality of counseling was assessed in an effort to define a professional identity for the school counselor that better addresses student needs. Policy implications were also reviewed. Study components are: (1) counselor profile; (2) statewide counselor survey on the role of the counselor; (3) case study of 21 schools relating the role of the counselor to the broader educational context. The shift to comprehensive, developmental, and preventive guidance programs is discussed. Contents of the study include: (1) "Executive Summary"; (2) "Introduction", which provides an overview of Texas guidance policy and the study components; (3) "Counseling and Guidance Programs and Practices", which discusses "Planned, Designed, and Prevention-Oriented Programs," "Program Resources and Organization" that includes a profile of the counselor, supply and demand issues, program implementation and human resources issues, and "Services to Students"; (4) "Summary of Findings"; (5) "Potential Strategies and Policy Initiatives." Appendixes are: (1) "Survey Instrument"; (2) ASCA (American School Counselor Association)

Aspy, Cheryl Blalock; Sandhu, Daya Singh
Empowering Women for Equity: A Counseling Approach.
PUB DATE- 99
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitudes; Bias; Case Studies; Competence; Counselors; *Empowerment; *Females; Measures (Individuals); Models; Prevention; *Sex Fairness; Sex Role; Skills; Trend Analysis
IDENTIFIERS- Angelou (Maya); O Connor (Sandra Day); Oppression; Ride (Sally); Siegel (Betty Lentz)

The purpose of this book is to describe the process through which women can achieve equity and to delineate the skills by which counselors can assist them. It is organized to into five sections and provides a developmental look at the problem, its manifestations, remedies, and the processes through which the problem can be vanquished. Section 1, "The Current and Future Status of Women in the United States," provides a window into the realities of the status of women in our time. The three chapters in this section trace the evolution of the gender gap and describe it in terms of its economic, political, and professional impact; address the specific problems of women related to their race/ethnicity, age, sexual orientation, and health; and explore the current literature and its implications for gender equity. In Section 2, "The Multidimensional Model for Prejudice Prevention and Reduction (MMPR)," the model is examined. The three chapters describe five predisposing factors toward prejudice; elucidate the predisposing factors that support and sanction gender inequity within a social context; and detail political strategies to address the use of power for problem solving. Section 3, "Competencies Required for Gender Equity," contains four chapters that are devoted to designating specific competencies in the physical, emotional, intellectual, and spiritual dimensions that every woman must cultivate if she is to prepare herself to accept equity. Section 4, "Case Examples of Equity Achievement," is devoted to describing the process by which individual women have achieved equity. The four women discussed are: Sandra Day O'Connor, Maya Angelou, Sally Ride, and Betty Lentz Siegel. Section 5, "Instruments for Measuring Attitudes toward Gender Roles and Gender Equity," describes five instruments useful for counselors in studying gender equity perceptions. Names and addresses of test developers as well as an extensive reference list and index are included. (Author/MKA)

ED 429 260 CG 029 222

Howell, John F.
Lunch Buddies: A Program To Involve Caring Adults.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Paper prepared "with Sally A. Wittenberg, Sharyn Holstead, and assisted by Denise Cogman and Susan Johnson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Attention Span; *Change; Cooperation; Elementary Education; Ethnicity; *High

Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. In addition, the results indicated that the male respondents had a stronger preference for non-fiction than did the female respondents. (Author/RS)

ED 429 280 CS 013 532

Owens, Nicole; Yoder, Jill
Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 1; High Risk Students; *Integrated Curriculum; Music; Physical Education; Primary Education; Reading Attitudes; Reading Improvement; *Reading Skills; Research Needs; *Student Attitudes; Visual Arts; Writing Attitudes; *Writing Improvement; *Writing Skills

A study examined whether the integration of literacy with music, visual arts, and physical education significantly improved the reading and writing skills of struggling first grade students. Data included running records, teacher observation, writing samples from portfolios, and student surveys. Results indicated: (1) student attitudes toward reading and writing improved over the course of the study; (2) the reading ability of every student improved, but the overall improvement was less than that of the comparison group; (3) each student demonstrated improvement in writing skills; and (4) students improved in rhythmic, visual, and kinesthetic skills correlated with literacy as their reading and writing improved. Although results were somewhat inconclusive concerning whether or not special areas instruction actually impacted student learning, all of the students did improve their reading and writing over the study period. Thus, the combination of classroom, Reading Recovery, special areas, and other instruction did have a positive effect. In light of this, and since vast amounts of research supports literacy instruction in a variety of settings, this instruction should be continued in all areas. Furthermore, a more controlled type of research would most likely be required to obtain more accurate and conclusive data concerning special areas literacy instruction. (Contains 14 references.) (RS)

ED 429 281 CS 013 533

Hegerfeld, Melissa
Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Literacy; *Military Personnel; *Military Training; *Readability; *Reading Achievement; Reading Research; Veterans; Writing Achievement; Writing Research

Literacy in the military has seen drastic changes since the World War II era and even the Vietnam era. Qualification tests are stricter and literacy programs are more available than before. Literacy in the military is crucial in a technological world. In today's armed forces, many soldiers concentrate on the

Journals: New Insights into Writing Instruction.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Childrens Writing; Grade 1; Instructional Effectiveness; *Journal Writing; Primary Education; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Rhetorical Strategies; *Writing Contexts

Family Message journals, notebooks in which first-graders write a message to their families and receive a family reply each day, provide a fertile context for instruction and practice in writing for real-world functions and authentic audiences. Observation of classroom instruction, qualitative analysis of case-study children's and families' messages, and interviews with children and family members revealed how children developed a functional perspective on writing and audience awareness. Evidence of audience awareness included growth in children's recognition and use of rhetorical and conventional strategies and constraints, as demonstrated in their writing processes and products. Both teachers and family members played important instructional roles. Results suggest that real functions and audiences are central to student ownership of writing and that explicit instruction and clearly delineated assignments may enhance young students' power as writers, rather than limiting their sense of control and engagement. (Contains 3 tables of data and 63 references.) (Author/NKA)

ED 429 303   CS 216 652

Gover, Mark; Englert, Carol Sue
Orchestrating the Thought and Learning of Struggling Writers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; Discourse Analysis; *Editing; Grade 2; Learning Disabilities; Primary Education; *Teacher Behavior; *Teacher Student Relationship; Writing Difficulties; *Writing Instruction; *Writing Processes; Writing Research

It is viable to argue that literacy can be construed as a set of culturally-based discursive practices rather than as merely a set of cognitive skills. This idea has special relevance for students with learning disabilities, who often struggle with more traditional, individually-based curricular approaches. This study explored the ways in which an experienced second-grade teacher engaged students formally assessed as "learning disabled" in the collaborative editing of a written text. Analyses suggest that one group of teacher utterances served to orchestrate students' participation in the repair of the text while a second group of utterances seemed to guide the level at which students were considering the text. Regarding the latter, the teacher's comments seemed intended to push students toward either one of two ways of thinking. Some comments encouraged them to clarify the conceptual meaning of the text (e.g., "What does that mean?"), while others asked them to consider the

The tips in the booklet are: be interested; make and keep eye contact; be a good language model; avoid dead-end questions; extend conversations; read aloud regularly; share your thoughts; define and reflect feelings; preserve your children's ideas; and observe cues. It concludes that parents and children working together on speaking and listening will improve communication skills and enrich the whole family's life. (RS)

ED 429 328 CS 510 053

A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of Reflection on the Listening Process.)
PUB DATE- 98
NOTE- 72p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Listening; *Listening Skills; *Teacher Student Relationship; Teaching Guides; Teaching Methods

Intended to help students become better listeners and to develop useful listening strategies, this guide aids the students in better understanding the process of listening. The first section discusses practical teaching techniques and the implementation of a teaching program to improve listening. The second section provides models and illustrates the practical use of the program. The third section discusses how to integrate the program and its insights into the regular classroom. (SC)

ED 429 329 EA 029 381

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Environment; *Educational Facilities; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; *Enrollment Trends; Sociocultural Patterns
IDENTIFIERS- *Baby Boom Echo; California; Colorado; Georgia; Maryland; Washington

The children of the baby boom generation, the baby boom echo, are overwhelming the capacity of U.S. schools. This report describes how increased enrollments are affecting schools in Maryland, Georgia, Colorado, Washington State, and California. Each state report draws on specific examples of enrollment growth that were taken from school districts. The report opens with an assessment of California's schools and how that state leads the nation in projected student growth. This discussion is followed by data on Colorado, which is expected to have marked increases in grades 9 to 12. Georgia, which has one of the fastest growing public school populations and which plans to spend about 4 billion dollars on school facilities by the year 2002, is described next. Growth in Maryland is highly suburban in nature and spread among bedroom communities, whereas Washington has dramatic increases throughout the state, setting the pace for school overcrowding in the Pacific

PUB DATE- 98
NOTE- 64p.; For the 1996 report, see ED 411 586.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; Outcomes of Education; Performance; *School Districts; *School Effectiveness; *Summative Evaluation; Tables (Data)
IDENTIFIERS- *Maryland

This report contains information on Maryland and its 24 school systems. The data reported here were chosen for statewide reporting because they can be influenced by the school; are comparable across the state; are essential for student and school improvement; can help improve classroom instruction; and can be measured by statewide standards. Each county is represented. The information in the document includes results on the Maryland School Performance Assessment Program (MSPAP), wealth per pupil, per pupil expenditure, staffing per 1,000 pupils, average length of the school day, and length of the school year. Other information reported is the number and percentage of 1998 graduates who completed minimum course requirements needed to enter the University System of Maryland, the number of students enrolled in grades pre-K through 12, results on Maryland's functional tests, the percentage of students present in school for at least half the average school day during the school year, the percentage of students in grades 9-12 who withdrew from school before graduation, the number of students receiving special services, the number and percentage of 1998 high-school seniors who have indicated that they plan to continue their education, and the number of students identified as having outstanding abilities in areas of general intellectual capabilities. (RJM)

ED 429 349 EA 029 754

Johnston, Holly R.
Class Size.
PUB DATE- 98
NOTE- 79p.; Master's Research Paper, St. Cloud State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Class Size; Classroom Environment; Educational Research; Primary Education; Small Classes; *State of the Art Reviews; *Teacher Student Ratio

Exploring the class-size issue, this paper focuses on the primary grades and asks questions such as "does a reduction in class size promote an increase in academic achievement?" and "how substantial does the reduction in numbers have to be in order for a significant increase to occur?" The paper surveys debates on class size and the social factors that surrounded these debates. It outlines the results of class-size research and discusses what are considered optimum class sizes. Ways to capitalize on smaller class size are detailed, along with the issues surrounding research on class size. The paper suggests that reducing class size should be matched with a change in teacher behavior and that teachers should receive extensive and continuous training to alter their teaching strategies. The paper concludes that a reduction in class size at the earliest grades offers significant advantages not only in achievement results, but also in other important outcomes. Smaller classes administration, and a recent study by the Educational Research Service revealed that there is an increasing shortage of administrative candidates for leadership positions. Findings show that the top three inhibitors for becoming a principal are increased time commitments, the influence of outside groups, and too much bureaucratic paperwork. The top three motivating factors are a desire to make a difference, the personal and professional challenges, and the ability to initiate change. The paper offers five suggestions for change that are needed to encourage talented people to seek administrative positions: (1) restructure job responsibilities; (2) reduce the work week and the work year; (3) add support services; (4) increase the principal's authority and responsibility; and (5) nurture a cadre of future administrators. (RJM)

ED 429 369 EA 029 783

Ohanian, Susan
One Size Fits Few: The Folly of Educational Standards.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Criticism; *Educational Policy; *Educational Principles; Elementary Secondary Education; English Instruction; State Standards

This book on educational standards describes how standards create more harm than good, and it takes to task the pro-standards movement. The volume opens with a discussion of what is wrong with standards, claiming that the push for standards generally results in long lists of facts that are freighted with cultural baggage and are typically the product of individuals who lack classroom experience and who believe that all children should be expected to learn the same material, irrespective of a child's ability or interest. The book focuses on standards in English and literature and provides numerous anecdotes to illustrate children's individuality and how standards will undermine this uniqueness. It criticizes standardized tests, the exaggerated promises of packaged curriculums, the use of Ritalin, and the push to make teachers into a uniform body of instructors with similar intent and similar methods. It discusses the hype behind standards and demonstrates how many claims for standards do not withstand close scrutiny. Some of the other aspects of standards that are criticized are the strategy to repeat basic information in the same way, trying to develop students that reflect the standards and not themselves, and the negative influence of California's education standards. (RJM)

ED 429 370 EA 029 784

Lee, Daniel; Coladarci, Theodore; Donaldson, Gordon A., Jr.
Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

program planning, Alberta Education policies, educational technology, Dabrowski's Theory of Positive Disintegration, and other issues as they related to the unique needs of gifted and talented individuals. Individual presentations included: (1) "Intensity in Gifted Students" (Cheryl Ackerman); (2) "Detailed Description of the Just Ducky Project" (Nancy Brown); (3) "Teaching Students Who Are Gifted and Talented: Book 7 of Programming Students with Special Needs" (Janneke Frank and Jennifer Aldred); (4) "Understanding Gifted Children's Intense Emotionality: Sensitivity" (Sal Mendaglio); (5) "The Galileo Centre: Enhancing Student Learning through Supporting Innovation and Professional Development" (Brant Parker and Maureen McCashin); (6) "Acceleration: Strategies and Benefits" (Michael Pyryt); (7) "A Look at Evaluating Non-Intellective Areas of Giftedness" (Linda Sabatini); (8) "The Gifted in Cyber Space: Resources for Parents, Teachers, and Students" (Rosina Smith and Barbara Brydges); (9) "Individual Program Planning for Gifted Students: The Why and How" (Rosina Smith and Lillian Tickles); (10) "A Brief Overview of Dabrowski's Theory of Positive Disintegration and Its Relevance for A Gifted Population" (William Tillier); and (11) "Eminent Canadian, Finnish, and Korean Women: Reflections on Life Satisfaction" (Carolyn Yewchuk and others). Each presentation includes references. (CR)

ED 429 389   EC 307 127

Gentry, Marcia Lynne
Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; *Academic Achievement; *Cluster Grouping; Elementary Education; *Gifted; Grouping (Instructional Purposes); *Homogeneous Grouping; *Instructional Effectiveness; Longitudinal Studies; Research Methodology; Teacher Expectations of Students

In this monograph, a causal-comparative, longitudinal study of cluster grouping at the elementary level is described and recommendations are made based on the findings. This study employed both quantitative and qualitative methodologies. The primary purpose of the study was to examine the effects of an existing cluster grouping program on the achievement and identification of students who participated in the program from third through fifth grade and to compare achievement with similar students who were not involved in a cluster grouping program. Descriptive and inferential statistics were used to address these areas. A secondary purpose of this study was to investigate the practices of the teachers who taught in the school using cluster grouping to help provide insight into their classrooms and the school, which was done using qualitative follow-up methods. Results included more students being identified as high achieving during the three program years, achievement scores increasing within the school using cluster grouping, and a significant interaction between the treatment and comparison school in favor of the treatment school. Additionally, qualitative findings indicated that teachers used flexible grouping, gifted education strategies, generic policy discussions (e.g., reports on disability policy and research and the United Nations International Day of Disabled Persons). Also noted are congressional testimony provided by NCD, information gathering and dissemination activities, NCD representation, and NCD quarterly meetings. Appendices include NCD member and staff biographies, a list of NCD publications, and the NCD mission statement. (DB)

ED 429 408 EC 307 149

Sharpe, Michael N.
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
PUB DATE- 96
NOTE- 38p.; For related documents, see EC 307 150-151.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Blacks; Cultural Differences; *Disabilities; Disability Identification; Elementary Secondary Education; Evaluation Methods; Family School Relationship; Focus Groups; Hispanic Americans; Minority Group Teachers; *Minority Groups; Racial Factors; Regular and Special Education Relationship; *Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- African Americans; *Disproportionate Representation (Spec Educ); Latinos; *Minnesota

This document is the report of one phase of a Minnesota study to examine the problem of misrepresentation and overrepresentation of African American, American Indian, and Latino students in special education. This phase of the study involved eight professional focus groups who examined four broad areas: factors contributing to minority misrepresentation; current material and human resources available; promising solutions to minority misrepresentation; and development of an action plan. The groups were designed to represent all three minority cultural groups as well as various geographic locations in the state, rural and urban areas, and various professional roles in the disability area. Focus groups addressed questions concerning what works, what doesn't work, what the contributing factors are, and what needs to be done. All focus groups emphasized the need to promote cultural awareness and sensitivity among education personnel. An action plan was developed with five objectives: (1) to promote awareness of cultural and social dynamics that affect school achievement; (2) to develop and implement effective home and school communication links with minority families; (3) to promote practices which increase the availability of minority staff at all levels of the educational system; (4) to clearly define the roles and responsibilities of regular and special education in the provision of services to minority students; and (5) to develop and implement assessment models and identification which meet the needs of minority students. An annotated bibliography is attached. Contains 28 references. (DB)

ED 429 409 EC 307 150

Sharpe, Michael N.
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
PUB DATE- 97
NOTE- 47p.; For related documents, see EC 307 149 and EC 307 151.

District Wealth; School Funds
IDENTIFIERS- *Arkansas

While education is an important legal function of state government, a major portion of school facility funding is still at the local level, and the quality of school buildings varies across most states. This paper addresses how rural school facilities are financed. It provides an overview of school facilities funding in the United States as summarized by the literature, a mini study of school facilities funding in Arkansas, and comments from practitioners and researchers on the issues presented. It argues that the same equity issues raised on expenditure per pupils and equal educational opportunity should be raised in school facility funding too; and educational quality, including that of school facilities, should not rely on the wealth of the local community. Arkansas, one state that does depend on local wealth for the quality of school buildings, is examined in terms of its great diversity between quality and ability to support school facilities. The paper explains the multiple school funding problems faced by Arkansas' rural, small school districts, such as district size and the size of a supportive tax base and how these problems contribute to a wide range of allowable amounts of state aid available to rural versus urban school districts, thus creating vast quality differences in school facilities. (GR)

ED 429 428   EF 005 319

Nettles, Mary Frances
Issues Related to Equipment and the Dietary Guidelines for Americans.
SPONS. AGENCY- Food and Consumer Service (USDA), Washington, DC.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Educational Needs; Elementary Secondary Education; *Equipment; *Food Service; *Public Schools; Staff Development; *Surveys
IDENTIFIERS- *Dietary Guidelines For Americans

A multi-year project was initiated to examine production equipment issues related to implementation of the Dietary Guidelines for Americans (DGA). The purposes of the research project were to determine foodservice directors' opinions regarding use and appropriateness of equipment in school foodservice, to identify the number and variety of menu items offered in elementary, middle/junior high, and high schools, and to examine the foodservice equipment currently available in school kitchens. A mail questionnaire was sent to a national, random sample of 4000 school foodservice directors; 2245 (fifty-six percent) returned the questionnaire. Findings reflect an increased awareness of preparing school meals that implement the nutrition principles of the DGA, and that a greater percentage of schools are offering menus with more meal choices. Additionally, data show that 96% of the directors rated convection ovens the highest among 31 food service equipment items as appropriate for implementing the DGA, and 89% agreed that there was a need for greater refrigerated space when fresh fruits and vegetables are offered. The report recommends greater training on appropriate equipment for implementing dietary guidelines, more research on the type and amount of additional space needed by expanding menu choices to meet the DGA, and that the National Food Service Management

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Methods; *Chinese; Classroom Techniques; Cognitive Development; Communicative Competence (Languages); Comparative Analysis; Educational History; Foreign Countries; Grammar Translation Method; Interlanguage; *Language Processing; Language Skills; Personal Autonomy; Second Language Instruction; *Second Languages; Skill Development; Teaching Methods
IDENTIFIERS- Chomsky (Noam); Cognitive Grammar; Direct Instruction Model; Situational Method; Structural Learning

This paper describes and compares six models for teaching second languages developed and adopted since 1840 (grammar-translation, direct, structural, situational, audiolingual, and communicative methods), and proposes a seventh, the cognitive-linguistic method, incorporating Noam Chomsky's theory of learning. The model takes both extralinguistic and intralinguistic factors into consideration, and is seen as: being more learner-oriented; promoting autonomous rather than dependent learning; teaching linguistic knowledge and behavior based on the student's cognitive system; balancing language skills better than previous methods; decreasing the discrepancy between second language knowledge and behavior; and incorporating better an understanding of interlanguage and how it functions. Contains 39 references, seven in Chinese. (MSE)

ED 429 451 FL 025 801

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Bilingual Education Programs; Charter Schools; Elementary Secondary Education; *English (Second Language); Expenditures; *Limited English Speaking; Program Descriptions; *Public Schools; Scores; *Second Language Programs; State Surveys; *Statewide Planning; Student Evaluation; Student Placement; Teacher Qualifications
IDENTIFIERS- *Arizona

The report compiles information on Arizona's public school programs serving limited-English-proficient (LEP) students, including both bilingual education and English-as-a-Second-Language programs, as mandated by state law. It contains data submitted by school districts, schools, and charter schools concerning primary home language identification, student assessment, program services, program participation, achievement test results and exemption by program model, reassessment, program staff and qualifications, and funds used by districts and charter schools for LEP students. An introductory section provides background information and statewide summary data. Detail tables, arranged by district or school, and a glossary are included. (MSE)

ED 429 452 FL 025 802

South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Freshmen; College Sophomores; *Counseling; Courses; Higher Education; *Introductory Courses; *School Holding Power; *School Orientation; State Universities
IDENTIFIERS- *Western Kentucky University

This study examined the effects of an introductory counseling course on retention rates of students at Western Kentucky University (WKU). Rates of graduation after 4, 5, and 6 years for 400 freshmen and 474 sophomores enrolled in an academic orientation and preparation course between 1990 and 1994 were compared with WKU and regional rates during the same time frame. It was found that of the 107 freshmen enrolled in the course in 1990, 41.1 percent graduated within 6 years of enrollment, and that of the 101 freshmen enrolled in the course in 1991, 38.6 percent graduated within 6 years. This compares with overall WKU 6-year graduation rates of 39.1 percent in 1990 and 38.8 percent in 1991. Graduation rates for the 32 regional universities in the Southern region, according to "U.S. News College Rankings" (1998), varied from 30 to 59 percent, with a mean of 43.5 percent and a median of 42 percent. Thus the 6-year graduation rates of the freshmen in the study did not differ significantly from university-wide rates, and did not surpass regional rates. Contains 16 references. (MDM)

ED 429 472 HE 031 847

Wang, Aimin
Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Instruction; Cross Cultural Studies; *Cultural Differences; Educational Attitudes; *Educational Quality; Higher Education; Questionnaires; *Student Attitudes; *Student Evaluation of Teacher Performance; *Test Construction; Test Reliability; Test Validity

This study sought to develop a valid and reliable instrument to measure student perceptions of good college teaching from a cross-cultural perspective. A total of 63 graduate and undergraduate students from various ethnic and racial groups (Caucasian, African American, Hispanic American, and Asian American) completed a set of open-ended questions regarding their perceptions of good teaching practices and their perceptions about learning. The results of these responses were used to develop a closed-end survey questionnaire that focused more narrowly on identifying the similarities and comparing the differences in perceptions of students from different cultural backgrounds. Test-retest reliability was examined using a group of 30 students who completed the survey twice in a 2.5 week interval. A copy of the questionnaire is included. (MDM)

ED 429 473 HE 031 848

*Educational Planning; Educational Policy; Educational Principles; Educational Trends; Futures (of Society); *Higher Education; Strategic Planning

This essay reviews 10 imperatives for higher education planning that are needed to meet the challenges of the next century. It is argued that higher education leaders must: (1) reaffirm the development of the human mind and character as education's major goal; (2) accept responsibility for educating and developing institutional leaders; (3) apply organizational know-how and technological competence to the problems of education; (4) recognize and complete the business of the twentieth century, including equal access for all and improvement of undergraduate instruction; (5) develop and use more effective concepts and methods of policy planning and decision making; (6) clarify the purposes, values, and public expectations of higher education in an increasingly pluralistic and multinational society; (7) use more effectively the knowledge and experience already available; (8) use more effectively the problem-solving resources and capabilities routinely applied in basic and applied research; (9) define the alternatives and options that are open today but which may be closed five years hence; and (10) learn to think, write, and speak in plain English. (Contains 14 references.) (MDM)

ED 429 494 HE 031 943

Mullen, Carol A.; Whatley, April; Kealy, William A.
Co-Mentoring Support Groups in Higher Education.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; Educational Research; *Graduate Students; *Group Dynamics; *Higher Education; Interpersonal Relationship; *Mentors; Models; Qualitative Research; Schools of Education; *Social Support Groups; Teacher Student Relationship

This paper presents a model for a co-mentoring support group among graduate students and faculty, using as a case study the development of a faculty-student support group in a college of education at a university. This support group began in 1995 and consisted of 11 participants who met formally for one year and have continued to meet informally since that time. Over time, the members created solidarity by describing personal research questions and preferred methodologies, and by sharing the impact of the changing direction of school leadership on their work. It is concluded that faculty-student support groups can provide a viable context for identifying salient mentoring themes, for envisioning them in constructive and holistic terms, and for experimenting with role playing as co-mentors. In addition, an expanded definition of mentoring can facilitate mentor identity development and deepen the capacity for human connection, and an understanding of broader socialization patterns can make explicit issues of mentorship and identity formation. A focus on self-study with others can create conditions for heightened motivation and ongoing learning. (Contains 43 references.) (MDM)

ED 429 495 HE 031 944

Mullen, Carol A.
Linking Research and Teaching in Qualitative Courses.
PUB DATE- 99

elitism, (2) faculty autonomy, (3) university politics, and (4) the debate over tenure. The paper examines each of these issues, as developed by Galbraith, using excerpts from the book as examples. It then compares the book's treatment of these issues with Galbraith's treatment of the same issues prior to writing this novel. (Contains 20 references.)(DB)

ED 429 515 HE 032 007

Markwood, Richard A.; McKee, Jonathon V.
The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Science; Educational Demand; Employment Opportunities; Higher Education; Majors (Students); *Needs Assessment; School Business Relationship; *School Community Programs; Surveys; *Undergraduate Study
IDENTIFIERS- *Oregon

This report summarizes the methodology and response to a survey used to determine the need for university-level undergraduate computer science education in Central Oregon and how best to address this need. Fifty Central Oregon businesses completed a survey intended to verify the perceived community need for computing graduates. Findings indicated that 22 of the responding businesses intended to hire a total of 95 new employees in computer science during the next two to three years; respondents were most interested in hiring employees trained in network administration and computer systems management; most respondents supported continuing education for their current employees; and 23 businesses were interested in hiring individuals trained in hardware maintenance, a new associate degree program at Central Oregon Community College. The paper concludes that there is sufficient demand to justify development of broad and basic computer science programs. Five computer and information science programs under consideration are noted. These would be located at Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, and the University of Oregon. Appendices include the survey form, tabular and graphic analysis of responses, and additional comments offered by survey respondents.(DB)

ED 429 516 HE 032 008

Freeman, Kassie, Ed.
African American Culture and Heritage in Higher Education Research and Practice.
PUB DATE- 98
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Black Culture; *Black Education; *Black History; *Blacks; *Cultural Influences; Educational Policy; Educational Practices; *Higher Education; Research; Theory Practice Relationship
IDENTIFIERS- *African Americans

Fifteen papers examine the cultural context and history of African Americans in higher education research and practice.

This paper traces the development and maintenance of an introductory workshop delivered over the Internet, called the ALN (Asynchronous Learning Networks) Workshop on Internet Basics held at the Vanderbilt University Center for Innovation in Engineering Education (CIEE). The first section discusses creation and implementation issues, including software used, target audience, and course content. World Wide Web site design issues are addressed in the second section, including consistency in fonts, colors, and backgrounds, maximizing readability and minimizing download time, and presenting interactive examples. Data on usage are presented in the next section, including numbers of visitors, numbers of countries that visited the site, and most popular pages. The fourth section summarizes feedback obtained on the Internet Software Tutorials, including questions asked on the feedback form, sample comments, suggestions for improvement, and occupations of workshop users; most of the feedback focused on the Eudora e-mail tutorial. Modification, including addition of new tutorials and revision of incorrect/unclear information, is discussed in the fifth section. The final sections consider future plans and conclusions. A figure illustrates the FTP (file transfer protocol) tutorial screen. (AEF)

ED 429 534 IR 019 442

Garofalakis, John; Kappos, Panagiotis; Tsakalidis, Athanasios; Tsaknakis, John; Tzimas, Giannis; Vassiliadis, Vassilios
Development and Integration of WWW-Based Services in an Existing University Environment.
PUB DATE- 97
NOTE- 7p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer System Design; Distance Education; Foreign Countries; Higher Education; *Information Services; *Information Systems; Systems Development; Telecommunications; *World Wide Web
IDENTIFIERS- Client Server Computing Systems; Greece; Intranets; *Technology Implementation; Technology Integration; Technology Plans

This paper describes the experience and the problems solved in the process of developing and integrating advanced World Wide Web-based services into the University of Patras (Greece) system. In addition to basic network services (e.g., e-mail, file transfer protocol), the final system will integrate the following set of advanced services: a Web-based information service, intranet services to support administrative operations within the campus, distance learning by means of online teletraining via the Web, teleworking facilities, videoconferencing facilities, and applications supporting collaborative work. The paper describes in detail the services provided by the system, system architecture, and the implementation and introduction of the services to users. This project has shown that the development of the services, as well as their integration and introduction to the users, has to follow a well-defined, user-oriented implementation plan. Two figures present the representation of Web servers in the campus network and the intranet architecture. Contains 19 references. (AEF)

//education.concordia.ca/ heidi schnackenberg/educationfo rum, developed as a project for a graduate course on educational computing at Concordia University (Quebec), was created to solve this problem by: (1) saving teachers the time and frustration it takes to do a general search for technology lesson plans; (2) saving teachers time by evaluating the lessons and only including instructionally sound lesson plans; and (3) saving teachers time by pre-categorizing technology lesson plans according to subject matter area, in order to facilitate the choosing of technology-based lesson plans. The overall organization of the site includes links to many teacher information resources, search engines, and technology-based lesson plans. The lesson plan page constitutes a major focus of the site and is divided into Language Arts, Social Studies, Mathematics, Science, Art, Music, and Foreign Language, specifically targeted for K-12 teachers. The Education Forum was included as a resource in an inservice teacher workshop on basic principles of effective incorporation of technology into teaching practices. Examples of Educational Forum pages are appended. (DLS)

ED 429 553 IR 019 462

Schnackenberg, Heidi L.; Luik, Krista; Nisan, Yael; Servant, Colleen
Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (AECT) (Houston, TX, February 10-14, 1999). For the "Incorporation of Technology into Teaching" paper, see IR 019 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Educational Needs; Educational Technology; Elementary Education; Elementary School Teachers; Faculty Development; Focus Groups; Foreign Countries; Information Technology; *Inservice Teacher Education; Interviews; Needs Assessment; Questionnaires; Teacher Surveys; Training; Use Studies; Workshops
IDENTIFIERS- Quebec; Teacher Needs; *Technology Integration; *Technology Utilization; Training Needs

This paper reports on a needs assessment, conducted in two elementary schools in Quebec, that examined the use that teachers are making of the computer facilities, as well as their skill and confidence levels in this area. The first section provides a general description of the project, details the sources of information, and discusses the reasons for performing the assessment. Results of the analysis are presented in the second section, including summaries of: interviews with the school board director, the regional technology coordinator, principals, computer resource teachers, and the technology integration specialist at the Quebec Ministry of Education; teacher focus groups; and teacher surveys. The third section presents recommendations, including: description of the performance gap (i.e., the gap between teachers' current use of technology and the ideal vision described by various members of the school community); general recommendations in the areas of professional development, pedagogical support, and technical support; and a format for a

Computer Network Security: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 130p.; A publication of the School Technology Task Group.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; *Computer Networks; *Computer Security; Computer Software; *Computer Uses in Education; Educational Administration; Educational Practices; Elementary Secondary Education; Foreign Countries; Glossaries; Information Industry; *Information Policy; *Information Technology; Internet; Models; Policy Formation; Program Implementation; School Districts
IDENTIFIERS- Alberta; Client Server Computing Systems; *Computer Industry; Computer Operating Systems; Connectivity; Remote Access; Technology Integration; *Technology Plans; Web Sites

This paper provides a snapshot of the computer network security industry and addresses specific issues related to network security in public education. The following topics are covered: (1) security policy, including reasons for establishing a policy, risk assessment, areas to consider, audit tools; (2) workstations, including physical security, protecting workstation components, and computer viruses; (3) the local network, including the OSI (Open Systems Interconnection) reference model, protocols, network segmentation, network management, network sniffing, and data encryption; (4) servers, including UNIX and other server operating systems; (5) remote access, including technologies, remote access servers, protocols, and authentication/authorization; (6) crackers and hackers, including threats and hacking tools/techniques; (7) Internet firewalls, including functions, issues and problems, types, rules, logs, firewall accessories, buying a firewall, and firewall administration; and (8) applications, including e-mail, directory services, the World Wide Web, and single sign on. Each section highlights unique requirements of school jurisdictions and contains a list of relevant web sites. A glossary of terms is provided, and appendices include descriptions of Windows NT Workstation and Server, Novell NetWare, and Apple Macintosh, as well as a security checklist and evaluation form and a list of related Alberta Education resources. (AEF)

ED 429 573 IR 019 534

Clark, W. Bruce
Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.
PUB DATE- 99
NOTE- 77p.; A publication of the School Technology Task Group. For the Interim Program of Studies, see ED 422 901.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Environment; Educational Planning; Educational Practices; Elementary Secondary Education; Foreign Countries; *Information Technology; *Inservice Teacher Education; Mentors; Models; *Professional Development; Program Development; Program Implementation; Role; Social Influences; Staff Development; Teacher Motivation; Training; Workshops
IDENTIFIERS- Alberta; *Technology Integration; Visioning

This report focuses on promising practices in professional development as they relate to implementation of Alberta Education's 1998 "Information and Communication Technology, whether they would recommend such courses to other students; and (3) predicting their final grade. Questions dealing specifically with asynchronous audio/video presentation of distance education classes revealed that there was no measurable impact of the asynchrony on student perception of performance, nor their willingness to register for future distance education courses. Further quantitative statistical analyses were conducted to explore other areas which might prove helpful in formulating future distance education classes. The Factor Loadings pattern matrix is appended. Contains 11 references. (Author/AEF)

ED 429 592   IR 019 553

Kuh, George D.; Vesper, Nick
Do Computers Enhance or Detract from Student Learning?
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Literacy; Higher Education; Information Technology; Outcomes of Education; Questionnaires; Secondary Education; Undergraduate Students
IDENTIFIERS- *College Student Experiences Questionnaire; Computer Use; Computer Users; Technology Role

The purpose of this study is to determine the relationships between students' self-reported use of computers and other information technologies and the outcomes of college thought to be essential for success during and after college. Data for this study are from the College Student Experiences Questionnaire (CSEQ) national research program. The sample is composed of 125,224 undergraduates from 205 four-year colleges and universities in the United States who completed the third edition of the CSEQ between 1990 and 1997. GNCMPTS is the gain item that asks students to indicate the extent to which they made progress during college in using computers and other information technologies. The sample was divided into two groups: High Gainers who reported substantial progress on GNCMPTS and Low Gainers. The results of this study unequivocally demonstrate that familiarity with computers contributes to, and does not detract from, the development of other skills and competencies considered to be important to success after college. Four tables present statistics. The CSEQ background variables and gains scales are appended. Contains 39 references. (AEF)

ED 429 593   IR 019 554

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

and describes the Big6(TM) Skills problem-solving approach, the I-Search research method, and creating an alphabet book to discover and record information on a particular theme. Appendices include: a research methods and library skills bibliography; guidelines for researching on the Internet and evaluating Web sites; nontraditional citation methods; a list of periodical indexes for children's literature; and an annotated bibliography of children's magazines and their Web sites. Contains an index. (AEF)

ED 429 612 IR 057 337

Wynar, Bohdan S., Ed.
Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.
PUB DATE- 99
NOTE- 305p.; Selected from the 1999 edition of "American Reference Books Annual."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Book Reviews; College Libraries; Costs; Elementary Secondary Education; Higher Education; *Library Collection Development; *Library Material Selection; Public Libraries; *Reference Materials; Reference Services; School Libraries; Selection Tools
IDENTIFIERS- *Small Libraries; Subject Specialists

Designed to assist smaller libraries in selecting suitable reference materials for their collections, this annual review source identifies and describes 538 of the most useful and affordable reference sources available. The reviews cover reference titles published in 1998. Detailed annotations describe the nature, scope, and usability of each work. In addition, the entries furnish complete bibliographic and ordering information. All entries are coded to indicate whether a book is recommended for purchase by school media centers, public libraries, or smaller college libraries. Four main sections include: (1) General Reference Works; (2) Social Sciences (social sciences in general, area studies, economics and business, education, ethnic studies and anthropology, genealogy, geography, history, law, library and information science, military studies, political science, psychology and parapsychology, recreation and sports, sociology, statistics and urban studies, and women's studies); (3) Humanities (humanities in general, communication and mass media, decorative arts, fine arts, language and linguistics, literature, music, mythology/folklore and popular culture, performing arts, and philosophy and religion); and (4) Science and Technology (science and technology in general, agricultural sciences, biological sciences, engineering, heath sciences, high technology, physical sciences, resource sciences, and transportation). Includes author/title and subject indexes. (AEF)

ED 429 613 IR 057 338

Wadham, Tim
Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
PUB DATE- 99
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Learning Strategies; Recruitment; Resource Materials; *School Publications; *Service Learning; Two Year Colleges
IDENTIFIERS- *Community College League of California

This document consists of 14 consecutive issues of "The News," a newsletter of the Community College League of California. The lead articles of these issues are as follows: (1) Silicon Valley Executives Urge Colleges to Innovate, Network; (2) Policy Center Calls on Higher Education Leaders to Plan for Huge Wave of Students; (3) Enrollment Up Around the State as Districts Use New Funds To Serve Student Needs; (4) Trustee Elections Reveal Wide Range of Issues Affecting Local Districts; (5) Welfare Reform Triggers Debate on Community College Role, Funding; (6) Health Centers Serve Diverse Needs of Students While Struggling with Funding; (7) Community College Job Training Fuels Economic Development Efforts in Many California Communities; (8) Community College Art Faculty Bring Creativity, Prestige to Classroom; (9) Trustee Elections Touch on Wide Variety of Issues Facing Colleges; (10) There's Gold in Grants for Districts Willing to Dig Deep; (11) Colleges Give Back to Their Communities with Service, Commitment to Caring; (12) Growth of Consumer-Friendly Higher Education Spurs Competition for Students; (13) November's Trustee Elections Show Campaigns, Outcomes Influenced by Three Major Factors; (14) "Y2K Bug" Frightens Many but Community Colleges Expecting Only Minor Problems. (AS)

ED 429 632 JC 990 205

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accreditation (Institutions); College Role; *Community Colleges; Educational Assessment; *Educational Change; Educational Policy; Governance; *Public Relations; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Western Association of Schools and Colleges

This document consists of nine consecutive issues of the quarterly newsletter of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges (ACCJC). Major articles appearing in these issues are: (1) Eligibility Requirements Revisions Completed; (2) New Accreditation Standards Adopted; (3) ACCJC Policy Changes Will Impact Colleges; (4) Policy Issues Dominate ACCJC June Meeting; (5) Council for Higher Education Accreditation Sets Priorities; (6) ACCJC Policy Changes; (7) ACCJC Hawaii and Pacific Member/Colleges; (8) Assessment: What's It All About?; (9) Gaining Accreditation: Exciting, Challenging, Demanding....and Fun. (SEP)

ED 429 633 JC 990 206

Abell, Arianne
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English

Curriculum discussions focus on core courses in environmental science and mathematics, standard and advanced mathematics in technological education, and technical mathematics for a state-of-the-art workforce. NCSR partners include employers, community colleges (Northwest Indian College, WA; Hawaii Community College, and Blackfeet Community College, MT), Native American organizations, professional associations, and universities. Five model community college programs supported by NCSR are: (1) Shasta College - agricultural technology; (2) Grays Harbor College - natural resources/fisheries technology; (3) Central Oregon Community College - forest resources/eastside and GIS technology; (4) Chemeketa Community College, Oregon - forest resources/westside; (5) Feather River College, California - wildlife technology; (6) Itasca Community College; and (7) Haywood Community College. Appended are a list of NCSR project partners, ecosystem management resources and examples, and charts related to program developments at Grays Harbor College, Central Oregon Community College, Chemeketa Community College, and Feather River College. (AS)

ED 429 652 JC 990 233

Employers in Natural Resources--What They're Telling Us.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Div. of Undergraduate Education.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Conservation (Environment); Employer Attitudes; *Employers; Environmental Education; *Job Skills; Job Training; *Natural Resources; School Community Relationship; Two Year Colleges

This reports describes the ways in which model programs created by the Northwest Center for Sustainable Resources (NCSR) are based upon employers' needs and recommendations. An introductory essay describes Geographic Information Systems (GIS), a form of remote sensing technology with satellite imagery, that is a promising tool for analyzing natural resource management and policy alternatives. The report outlines a workshop on defining environmental technology, with a chart that highlights the broad job functions for the following occupational titles and technical positions: (1) aquatic ecology; (2) botany; (3) terrestrial ecology; (4) fire management; (5) forestry; (6) forest engineering; (7) geographic information systems; (8) geology; (9) hydrology; (10) range technician; (11) rare/endangered species specialist; (12) recreation technician; (13) soil conservancy; (14) wetlands technician; and (15) wildlife technician. Next, the report provides transcripts of NCSR focus group interviews conducted at Chemeketa Community College with representatives of four related industries. The report also provides "DACUM Charts" ("Developing A CurriculUM") that outline job duties and required knowledge for six jobs in the natural resources area. Finally, the report includes charts regarding the partnerships between NCSR and the following community colleges: Feather River College; Central Oregon Community College; Chemeketa Community College; Grays Harbor College; Western Center; and Shasta College. (AS)

ED 429 653 JC 990 236

of programs, some state initiated and funded, others largely federal. Complaints about the system of federal and state programs--some justified, others exaggerated--are as follows: limited information, inadequate access, inefficiency, and duplication; barriers to local system coordination embedded in the basic purposes and structure of different programs; and suspect program effectiveness. States have become increasingly active in defining and coordinating their work force development programs through the dominant state strategy and institutional and market-like mechanisms. At the local level, one-stop centers and Workforce Investment Councils have been created. Although the Workforce Investment Act should enhance development of coherent systems, greater reliance on Individual Training Accounts may undermine it. Strong community colleges have become the linchpin of state systems. In a coherent system, education and training could learn from each other and provide more comprehensive and effective services; some outcomes are possible only within an integrated system. (Contains 11 references.) (YLB) their own education and learning needs, of the ways in which they arrive at interpretations of the social changes taking place in their lives. "Class, Culture, and Adult Education" presents a sense of history and theoretical view of ways in which personal attitudes, identities, and motives challenge and reflect the society in which they are nurtured. "Education and Community Regeneration" sets forth the view that the idea of community must be at the center of all political debate. "Institutions and Power: The Archaeology of Educational Organisations" focuses on one aspect of the problem in higher education: the past, and on ways to move institutions beyond its grip to define a new future for themselves. "Learning and Creativity" explores the proposition that we have an impoverished sense of the creative possibilities in every human life and its implications. "Moral Learning in the Moral Maze" charts the moral contours of adulthood and explores how adults adjust to changes in life circumstances. "Personal Change in Adulthood" explores the idea of lifelong learning as also embracing self-knowledge. "Dialogue and Learning: Towards a New Model of Citizenship" argues that people learn through dialogue with one another and in the process transform their understanding of themselves and their world. (Contains 166 references and an index.) (YLB)

counterparts employed in regular full-time jobs with similar education and personal characteristics. However, some nonstandard workers, usually men, are paid more, especially those in certain independent contractor, self-employment, and contract work arrangement. The study concluded that nonstandard work arrangements, although helpful for expanding the options of some workers, rarely offer effective strategies for most of those hoping to resolve the competing demands of work and family (particularly minority workers). (Contains 58 references.) (KC)

ED 429 221   CE 078 477

Kalleberg, Arne L.; Rasell, Edith; Cassirer, Naomi; Reskin, Barbara F.; Hudson, Ken; Webster, David; Appelbaum, Eileen; Spalter-Roth, Roberta M.
Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employed Women; Employment Opportunities; *Employment Patterns; Females; *Flexible Working Hours; Fringe Benefits; *Males; Part Time Employment; Policy Formation; Public Policy; Self Employment; Temporary Employment; *Wages

Nonstandard work arrangements (independent contracting, working for a temporary help agency, contract or on-call work, day labor, self-employment, and regular part-time employment) are growing more common in the United States. In 1995, more than 29 percent of all jobs were in nonstandard work arrangements. A study of these jobs and the characteristics of the workers who hold them was conducted through analysis of the 1995 Current Population Survey. The study found that nonstandard workers are disadvantaged by their work arrangement and the preponderance of low-quality jobs because they are more likely than regular full-time workers to be employed in low-quality jobs. In addition to paying lower wages, all types of nonstandard nobs are much less likely to provide health insurance or a pension than is regular full-time employment, are more likely to be of limited duration, and are poor ways to move to regular full-time employment, at least within a particular firm. More women than men, and both genders in minority groups, are more likely to hold low-quality, nonstandard jobs. The study concluded that public policies are needed to improve job quality and provide greater workplace protection for workers in nonstandard work arrangements. (Contains 21 references.) (KC)

(3) "Characteristics of High and Low Performing Counseling Programs." (Contains 20 tables and 5 figures and 50 references.) (EMK)

ED 429 241 CG 029 032

Texas School Counseling and Guidance Programs. Case Studies Report.
PUB DATE- 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Counselor Role; Elementary Secondary Education; Prevention; Program Effectiveness; Program Evaluation; *School Counselors; *School Guidance; State Programs; Student Development
IDENTIFIERS- Texas

This report is the third part of a policy research study of the counselor's role in Texas schools. It was conducted as a follow up on a key finding from a previous study, which led to the recommendation that counselors be relieved of extraneous duties in order to concentrate on guidance and counseling services to students. Case studies of 21 schools relating the role of the counselor to the broader educational context is presented. Specific data on actual counseling and guidance programs and practices is summarized or included along with data on the needs of students, counselors, other school staff, parents, and community members. Individual interviews and focus groups were used. The Texas Education Agency (TEA) Comprehensive Model developed in another part of this overall study was introduced so that participants could analyze the model in relationship to counseling and guidance in their schools. The model consists of four components: (1) guidance curriculum; (2) responsive services; (3) individual planning; (4) system support. The methodology is presented, and case studies are presented for elementary, middle or junior high school, high school, and multilevel schools. Interview protocols are appended. (EMK)

Risk Students; Interpersonal Competence; *Mentors; Objectives;
Program Evaluation; Self Esteem; Student Attitudes; Student
Motivation; Tutors; Work Ethic

This paper discusses two programs implemented at elementary schools where volunteer adults became involved in the lives of at-risk students. In the Lunch Buddy program, adults had lunch with their child once a week and talked with them. Within the Caring Adult program the children met weekly with an adult, but the adults rotated. The Lunch Buddies did not offer academic assistance other than possibly helping with homework whereas the Caring Adults provided tutoring services. A program evaluation design was created from a set of variables identified by the program administrators that they hoped would be effected by the two programs. Those variables were: attitude toward school, the student's work ethic, student motivation, the student's attendance, the student's work habits, student cooperation, the student's attention span, the student's self-confidence, the student's social skills, and the student's grades and work quality. Classroom teachers were asked about these variables for both the students involved in the programs and students not involved in the programs. Results indicate that the Lunch Buddy program had the most positive results in terms of change, especially in attitude, work ethic, motivation, social skills, and work quality. Iowa Test of Basic Skills change favored the Caring Adult program students. Five tables show statistical results of the study. (MKA)

technical aspect of combat through hands-on maintenance and set aside the reading involved in order to understand the complicated task of combat. A study examined the testing process of getting into the military; programs for soldiers who want to improve their literacy; the readability of documents soldiers read; and the literacy experiences of two veterans. Through extensive mathematics and reading comprehension testing, unqualified recruits are weeded out of those soldiers who make the grade in literacy and mathematics. Some soldiers pass the test, yet cannot perform reading tasks at a high school level. Fortunately, there are programs in all branches that assist in bringing all soldiers up to par in regards to reading and writing as well as other areas. A soldier's reading and writing level dictate what kind of occupations are available in the military. The bottom line today is if soldiers cannot read beyond a high school level, their chances for success in the military are small. (Contains 7 references and 2 figures of data.) (Author/RS)

ED 429 282   CS 013 534

Lewinski, Michael J.
Some Students Don't Want To Read.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Failure; Elementary Secondary Education; *Learning Disabilities; *Literacy; *Reading Difficulties; Student Experience

A high school teacher recounts his own literacy journey from a young child with an auditory perception problem, to a school-hating student, to a semi-literate Marine in Viet Nam, to a teacher of persons with disabilities. He notes that his literacy journey during the early years was characterized by immaturity, avoidance, and self doubt. He grew up in a family where reading and writing were not valued enough to be modeled and actively promoted. He did poorly in all school subjects and did not get along with other students. In the Marines he learned that he had a high IQ, but even with that knowledge, he did little to raise his literacy much above a functional level. With maturity, the development of self-confidence, help from others, and some luck, he was able to use those minimal literacy skills to transform himself from an illiterate person with learning disabilities into a literate teacher of persons with learning disabilities. (RS) grammatical/syntactic structure of the text itself (e.g., "So, how should we say it?"). As a group, collaborative editing appears to have allowed these students to perform at levels well beyond those at which they typically perform individually. These data demonstrate one way that teachers can socialize students, especially those who are academically challenged, into the collaborative creation and revision of texts. Contains 39 references and 2 tables and 5 figures of data; an appendix contains the full transcript of a round of collaborative editing. (RS)

ED 429 304   CS 216 653

Henson, Kenneth T.
A Brief Guide to Writing for Professional Publication. Fastback 437.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Editors; Higher Education; Professional Development; Scholarly Journals; *Writing for Publication; *Writing Improvement; *Writing Processes; *Writing Skills

Written for those who have never written for a professional journal and for those who have had initial success in getting published, this fastback includes basic information about preparing a manuscript, suggestions that will help with acceptance by a journal, and a framework to design a writing program to help published writers achieve their writing goals. After an introduction, a discussion on why educators write, and advice on making time to write, sections of the fastback address getting started (choosing a topic, targeting an audience, beginning to write); matters of style; the right manuscript for the right journal (referred or research journals); the submission process (to query or not to query, submitting the manuscript); and "a few words about writing relationships" (writer-editor relationship, writer-mentor relationship, writer-collaborator relationship, and support groups). Contains 30 references. (RS)

Northwest. Numerous tables offer data on birth history and projections, enrollment numbers in schools, percent changes in enrollment throughout the nation, enrollment for grades K-12 in public and private schools, states with the largest increases, enrollment projections, data on high school graduates, the number and age of classroom teachers in public and private schools, and other information. (RJM)

ED 429 330   EA 029 522

Gaustad, Joan
Implementing Looping. ERIC Digest, Number 123.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Instructional Innovation; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Looping (Teachers)

This Digest explores the practice of looping, a pedagogical strategy in which a teacher advances from one grade level to the next along with his or class. It describes how teachers and students in looping classes need not start from scratch every fall, learning new sets of names and personalities. By spending several years with a class, teachers can accumulate more indepth knowledge of students' personalities, learning styles, strengths, and weaknesses. Studies have shown that students in looping classes scored substantially higher on standardized tests of reading and mathematics than did students in regular classes, even when both groups were taught by the same teacher. Looping is compatible with other practices and can facilitate assessment and whole-language approaches. It can be used from kindergarten through high school, but in the United States it is most common at the primary- and middle-school levels. Older students in looping may have a tendency to form cliques, and the extended time together may exacerbate some problems that could be endured for a single year. Even so, looping is easier to implement than many educational reforms and can succeed if extra care is devoted to teacher training and to a class's composition. Contains 10 references. (RJM) build a sense of belonging in students, enabling them to increase in self-esteem and achievement. It is recommended that future studies on class size should examine the longevity of effects of reducing class size in order to guard against the effects of novelty and other influences. (Contains 47 references.) (RJM)

ED 429 350   EA 029 755

Coulson, Andrew J.
Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
PUB DATE- 99
NOTE- 470p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; Educational Finance; *Educational History; *Educational Practices; Elementary Secondary Education; Government School Relationship; Literacy; *Parent School Relationship; *School Effectiveness; Teachers
IDENTIFIERS- Market Systems Approach

This book examines ways to meet the educational needs of families. The volume is divided into three parts. Part 1 draws together the opinions and aspirations of parents and the general public on issues ranging from curriculum to classroom violence. Using the goals presented in part 1, part 2 reveals which approaches to schooling have been successful and which strategies have been failures. It provides examples of school systems from 500 B.C. to the late 20th century and answers numerous questions covering the way schools have worked: How was the curriculum set? How quickly did it change to meet the changing demands of families? Who chose the teachers? and How much autonomy were teachers given? For each approach, the successes and failures that resulted are explored with an emphasis on what students learned and how well they were able to apply that learning. The last section, "What Works," distills the ingredients of effective schools identified in part 2 and shows why some school systems have enjoyed continuous innovation and improvement, while others have stagnated or declined. Popular school-reform proposals are closely examined in this section. The last chapter presents a plan for applying the lessons of history and current research to the task of education. (RJM)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Education; Free Choice Transfer Programs; Longitudinal Studies; Magnet Schools; *School Choice; Secondary Education; Student Improvement

This paper presents a study conducted with two goals in mind: (1) to employ an operational definition of school choice that is more faithful to orthodox choice theory than are extant definitions; and (2) with this definition, to assess possible effects of school choice on students' academic commitment and achievement. Claims for the positive effects of school choice on student achievement deserve serious scrutiny because of increasingly widespread support for school-choice initiatives. Proponents for school choice believe that choice results in a better match between the student and the school, which, in turn, should result in greater academic commitment and academic achievement. To date, however, the research regarding the results of school choice is inconclusive. The definition of school choice captures these three elements: (1) school choice involves a public-school student selecting another public school; (2) school choice requires active selection from among perceived alternatives; and (3) school choice effects will be greater when the chosen school presents itself as a magnet school or "school of choice." The paper details the methodology of the study, including data sources, dependent and independent variables, and outcomes. The results indicate that school choice had no effect on students' subsequent academic commitment or academic achievement. Contains 23 references. (RJM)

had high yet realistic expectations of their students, and were involved in gifted professional development. Contains approximately 100 references. (Author/CR)

ED 429 390 EC 307 128

Cognard, Anne M.
The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); *Advanced Courses; *Flexible Progression; *Gifted; *Grading; High School Students; High Schools; Interviews; Questionnaires; Secondary Education; Student Evaluation; *Talent
IDENTIFIERS- *Waivers

This monograph discusses two studies that investigated weighting grades and waiving classes for gifted students. Data were gathered from 19 interviews with teachers, counselors and administrators in four high schools, questionnaires filled out by 189 high school administrators, 80 school policies on weighting grades and 19 policies on waiving classes, and attitudes of 15 college admission directors. Research results indicated that the majority of schools weighted some classes, although there is no consistency among schools as to which classes or grades are weighted. However, all schools which weighted grades had one thing in common: a commitment to defining excellence and to giving credence to what excellence means to them through the process of weighting grades. Respondents stated a correlation between their decision to weight grades and their interest in reinforcing able students to take demanding courses. The study on waiving classes also showed a lack of national consistency on how classes are waived. One constant did occur: no class is waived unless students show mastery of materials. When students are allowed to skip/waive lower-level classes such classes usually generate no credit and students are often required to take more advanced classes in the same academic discipline. (CR)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Blacks; Cultural Differences; *Disabilities; Disability Identification; Elementary Secondary Education; Family School Relationship; Focus Groups; Hispanic Americans; Individualized Education Programs; *Minority Groups; Parent Participation; *Parents; Participative Decision Making; Racial Factors; Regular and Special Education Relationship; Rural Areas; *Special Education; Student Evaluation; *Student Placement; Teamwork; Urban Areas
IDENTIFIERS- African Americans; *Disproportionate Representation (Spec Educ); Latinos; *Minnesota

This document is the report of one phase of a Minnesota study to examine the problem of misrepresentation and overrepresentation of African American, American Indian, and Latino students in special education. Phase 2 of the study involved seven focus groups comprised of minority parents throughout rural and urban areas of Minnesota. Focus groups addressed questions concerning what works, what doesn't work, what the contributing factors are, and what needs to be done. All focus groups felt that individualized instruction and support services provided in a small classroom setting were two of the most effective aspects of special education. Most participants also expressed strong support for the Individual Education Program process, the value of staff training in cultural awareness, and activities to promote parent involvement. Specific group emphases included: discrimination and racism (African American); the lack of communication between home and school (American Indian); and the lack of cultural awareness and sensitivity (Latino). Comparison with outcomes of the professional focus groups of Phase 1 found that both professionals and parents supported tutorial and small group instruction and staff training in cultural awareness as effective. However, where professionals emphasized the use of a team approach to decision-making, parent groups indicated they rarely saw themselves as contributing members of their child's educational planning team. Contains 37 references. (DB)

Institute establish a partnership with the North American Association of Food Equipment Manufacturers to develop strategies for educating food service directors about new food preparation equipment. An appendix provides the Equipment Issues Questionnaire. (GR)

ED 429 429   EF 005 321

Messersmith, Ann M.; Wheeler, George; Rousso, Victoria
Energy Conservation Manual for School Food Service Managers.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Energy Conservation; *Energy Management; *Food Service; *Guidelines; Public Schools
IDENTIFIERS- *Cost Containment

Energy cost management is important in all school food service operations, particularly at times when rising energy costs threaten budgets. This document is designed as a reference manual on energy and provides information about monitoring energy use and developing energy improvement and conservation plans. The manual offers energy conservation ideas at two levels for existing school food service production and service: (1) non-technical and low cost enhancements; and (2) capital investment and systems changes. The manual is adaptable to the needs of food service managers so they can more easily and efficiently run their operation by learning how to organize an energy planning team as well as conduct audits of utility bills in order to lower production costs. Concluding sections provide a glossary of terms and equations, sample energy records forms, and technical information regarding reading utility company meters and BTU Rating lists for various equipment. (GR)

Ueno, Junko
Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; *Error Correction; Higher Education; *Japanese; Measurement Techniques; Oral Language; Questionnaires; Second Language Learning; *Second Languages; Student Attitudes; Written Language
IDENTIFIERS- Myers Briggs Type Indicator

A study investigated: (1) the distribution of learning styles of students of Japanese as a second language, as measured by the Myers-Briggs Type Indicator, (2) students' preferences for error correction in speaking and writing, as measured by a researcher-developed questionnaire, and (3) relationships between students' learning styles and their preferences for error correction. Items were divided into three categories of error correction: explicit; implicit; and self-correction. Subjects were 38 undergraduate students in four second-semester Japanese classes. Results indicate that students fell into 12 of the 16 Myers-Briggs learning style categories, with extraverted students outnumbering introverted students significantly. A large majority of students (89.5 percent) preferred self-correction to explicit or implicit correction. One subject preferred explicit correction, two preferred implicit correction, and one rated implicit and self-correction equally. No statistical significance was found in the relationship between learning style and error correction preference. Implications for teacher's expectations and classroom instruction are discussed briefly. Contains 23 references. (MSE)

Harrington, Charles; Lindy, Ingrid

The Use of Reflexive Photography in the Study of the Freshman Year Experience.

PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Conference of the Indiana Association for Institutional Research (Nashville, IN, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *College Environment; *College Freshmen; Cultural Pluralism; Diversity (Institutional); *Educational Attitudes; Higher Education; Peer Relationship; *Photography; Physical Environment; State Universities; *Student Attitudes; Student Personnel Services; Teacher Student Relationship
IDENTIFIERS- *University of Southern Indiana

This study used reflexive photography to examine the perceptions of college freshmen at the University of Southern Indiana. A random sample of 10 first-time, full-time, degree-seeking freshmen completed an initial interview and background questionnaire and were given a 27-exposure disposable camera to take pictures that would illustrate their impression of the university or help to describe their impressions. The participants were also asked to record their thoughts while taking the pictures, participate in a structured photo elicitation interview, and participate in a focus-group interview. A number of primary themes emerged in the students' photographs and in their discussions of them, including perceptions about the university's physical environment, interactions with faculty, interactions with other students, student support services, and career counseling and preparation for the future. Some of the positive aspects of the university experience cited were frequent and meaningful interactions with faculty, the development of deep friendships with peers, and the accessibility of the campus. Negative aspects of the university experience included the low level of racial diversity among student and faculty populations, the disruption of the on-campus flow of automobile traffic to accommodate construction, and the perceived lack of computer labs on campus. (Contains 36 references.) (MDM)

NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Instruction; Cooperation; Experimental Teaching; *Graduate Students; Higher Education; Interpersonal Relationship; Models; *Qualitative Research; *Research Methodology; Student Attitudes; Teaching Methods

This paper presents an approach to the improvement of qualitative research courses in graduate schools, based on the case study of a graduate class. The study sought to link research to teaching through a qualitative research workshop. The course was developed to promote two goals: (1) community-building among graduate researchers, and (2) creative flexibility in how data is interpreted, and employs the use of conventional (systematic, analytical, and exploratory) and alternative (artistic, interpretive, and impressionistic) approaches to present qualitative data. Twenty-two graduate students from various fields participated in a classroom study in 1998 of a research workshop that included reflection on alternative data sources and techniques such as collages, poems, videos/films, photographs, stories, and conversations. It is argued that experimental forms of inquiry can advance the research workshop as a place for stimulating fresh ideas that engage the qualitative development of graduate students and their texts, and can provide a context and methodology for studying and guiding collaborative, self-directed learning. Students' comments from course evaluations indicated that they benefitted from the quality of the course experience, interpersonal growth, professional and intellectual development, and creative experimentation. (Contains 27 references.) (MDM)

Papers are grouped in three parts: African American culture in higher education research; African American higher education research issues and paradigms; and African American culture and higher education policy and practice. Following an introduction by the editor and an overview by Reginald Wilson, the papers are: (1) "Black to Africa: Some Research Paradigms Reflecting a Black World View" (Raymond A. Winbush); (2) "From Africa to America: The Relationship between Culture and Experience" (Mia D. Alexander-Snow); (3) "African American Students and Self-Concept Development: Integrating Cultural Influences into Research and Practice" (Tamela M. Heath); (4) "Historical Origins of Change: Implications for African Americans in Higher Education" (Carolyn J. Thompson); (5) "And Who Shall Control Their Minds?: Race Consciousness and Collective Commitments among African American Students" (Walter R. Allen); (6) "The College Experience: A Conceptual Framework to Consider for Enhancing Students' Educational Gains" (Lemuel W. Watson); (7) "'Am I Black Enuf fo Ya?' Black Student Diversity: Issues of Identity and Community" (Lori S. White); (8) "Self-Segregation: An Oxymoron in Black and White" (Sybril M. Bennett); (9) "Doing What Comes Unnaturally: Increasing African American Faculty Presence in Predominantly White Colleges and Universities" (William B. Harvey); (10) "Cultural Capital and the Role of Historically Black Colleges and Universities in Educational Reproduction" (James Earl Davis); (11) "Policy, Practice, and Performance: Strategies to Foster the Meaningful Involvement of African Americans in Higher Education Decision-Making Processes" (Wynetta Y. Lee); (12) "The Relationship between Evaluation Effort and Institutional Culture: Mixing Oil and Water?" (Bruce Anthony Jones); (13) "African Americans and College Choice: Cultural Considerations and Policy Implications" (Kassie Freeman); (14) "Higher Education and Teacher Preparation: Meeting the Challenges and Demands for Academic Success of Urban Youth" (Clancie M. Wilson); and (15) "Higher Education Policies and Professional Education in American Black Colleges" (Beverly Lindsay). (Individual chapters contain references.) (DB)

ED 429 535 IR 019 443

Giroux, Sylvain; Hotte, Richard; Dao, Kim
Adaptive and Agile Interactive Learning Environments on the WWW.
PUB DATE- 97
NOTE- 8p.; In: WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997); see IR 019 434. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Mediated Communication; Constructivism (Learning); Cost Effectiveness; Distance Education; Higher Education; Hypermedia; *Individualized Instruction; *Instructional Design; *Learner Controlled Instruction; Learning Activities; Material Development; Models; Navigation (Information Systems); Training; *World Wide Web
IDENTIFIERS- *Adaptive Instructional Systems; Fractals; *Learning Environments

This paper presents a framework for producing learning environments (LEs) on the World Wide Web that improves productivity and quality at a reduced cost for both designers and learners. The resulting LEs are germane to fractals. Changes in scale are likened to levels in LEs; each level expresses a given viewpoint on knowledge. Self-similarity establishes a classification from which to derive a grammar. Texts and activities are highly fragmented, and interfaces rely on the fractal structure to provide for "spatial" landmarks. The LEs are adaptive with respect to learners' objectives, background, and cognitive style and are agile with respect to design, implementation, and maintenance. The fractal design and the underlying grammar set up the formal grounds required to code procedures that generate LEs, extend them, manage updates, and maintain the site. Topics discussed include: the hypotheses underlying the design; the fractal structure that is at the heart of the systems; how to take advantage of this structure from the standpoint of the learner to adapt the LE to his/her needs and cognitive style, and from the point of view of design and implementation; how the hypermedia structure can provide agility to production; benefits and drawbacks observed from in situ utilization of the LEs; and future works and conclusions. (Author/AEF)

workshop to enable teachers to incorporate technology into their teaching. An appendix contains the teacher survey, including results. (DLS)

ED 429 554 IR 019 463

Schnackenberg, Heidi L.
Teaching Learning Theories Via the Web.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Houston, TX, February 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Computer Uses in Education; Course Descriptions; Educational Technology; Foreign Countries; Higher Education; Hypermedia; *Learning Theories; *Material Development; Teacher Education; *World Wide Web
IDENTIFIERS- Concordia University PQ; Gagne (Robert M); *Instructional Theory; Web Pages; *Web Sites

This paper describes a World Wide Web site on learning theories, developed as a class assignment for a course on learning and instructional theories at Concordia University (Quebec). Groups of two to four students developed pages on selected theories of learning that were then linked to a main page developed by the instructor and a doctoral student. Overall, the Web site examines issues and applications of learning theories, including behaviorism, cognitive information processing, meaningful reception learning, schema theory and mental models, Piaget's genetic epistemology, interactional theories of cognitive development, motivation theory, Gagne's theory of instruction, and constructivism. Each page or series of pages summarizes the main points of a particular theory, provides practice-with-feedback questions for the user, gives examples of how the theory is used in actual practice, and includes related articles so that the user can further pursue the topic. The aim of the site is to provide an understanding of theoretical and practical issues related to the numerous theories of learning so students can engage in high-level discussions in the course. An appendix illustrates the course home page and the pages on interactional theories of cognitive development and Gagne's theory of instruction. (DLS)

Interim Program of Studies." The first chapter examines fundamental issues, challenges some assumptions, and offers suggestions related to professional development and information technology. Professional development and growth planning are addressed in the second chapter, including forms that can be used in a structured approach to developing a professional growth plan; a more holistic approach, "vision building," is also defined, and an example of a vision building model is given. The third chapter focuses on the institutional face of professional development, discussing roles of professional developers, formats for professional development, mentoring, a functional model of professional development, the four catalytic functions of the model (stimulating interest, facilitating skill building, facilitating script building, dissemination), and technology within professional development. Critical success factors are discussed in the fourth chapter, including social factors (communication, social interaction), motivational factors (learning styles, self-confidence, relevance, incentives), and other environmental factors (time, school facilities/equipment, funding, technical support). Descriptions of 20 successful professional development workshops and projects are appended, as well as a list of related Alberta Education resources. (AEF)

DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Educational Resources; Elementary Secondary Education; Government Publications; Grants; Information Networks; Information Policy; Information Sources; Instructional Materials; *Internet; Lesson Plans; Library Catalogs
IDENTIFIERS- Electronic Resources; ERIC Digests

Through state and regional education networks and commercial providers, the vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This ERIC Digest lists a sample of no cost Internet resources of special interest to K-12 educators (resources and addresses are subject to change). Highlights include: guides to Internet resources; lesson plans and teaching materials; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; e-rate information; federal government information; state education departments; standards-based education; reference resources; library catalogs; and other resources. (AEF)

ED 429 594 IR 019 555

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Educational Resources; *Electronic Mail; Elementary Secondary Education; Information Networks; *Information Services; Information Sources; *Internet
IDENTIFIERS- ERIC Digests; Question Answering; USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet (resources and addresses are subject to change). Question answering services, electronic discussion groups, and Usenet newsgroups are listed. (AEF)

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Childrens Literature; Information Sources; *Latin American Literature; Learning Activities; Multilingual Materials; Poetry; *Program Development; *Reading Materials; Spanish
IDENTIFIERS- *Latinos

This book is both a reference tool for locating high-quality Latino children's literature--rhymes, fingerplays, poetry, stories, plays, and books--available in the United States, and a resource guide containing successful ideas for using this literature with children of all cultures. Particular emphasis is placed on books by Latino authors, whether in English or Spanish or both, and on books originally published in Spanish by Latin American authors. The book is organized into two main parts. Part 1, "Planning and Program How-To," features five chapters that introduce Latino culture and present program ideas using poetry, stories and plays. Part 2, "Planning and Programming Resources," includes sources of materials, book lists, a Spanish primer for children's librarians, and an annotated bibliography. The English translation of Spanish titles follows in parentheses. Where there is a dual-language edition or both Spanish and English editions are available, both titles appear in italics. Contains an index. (AEF)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; *Curriculum Design; Educational Change; Educational Innovation; *Interdisciplinary Approach; Program Effectiveness; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Eric Digests

This digest defines interdisciplinary courses, presents the benefits and challenges of offering them in the community college, and describes six existing interdisciplinary courses at community colleges around the country. Interdisciplinary courses are characterized by the following: they tend to be highly innovative; they incorporate concepts and methods from more than one discipline; they explore broad-based social issues that require multiple perspectives; and they may combine liberal arts and general education with vocational education. Benefits accrue to students who take interdisciplinary courses, including preparation for a changing work environment; exposure to moral, humanistic, and political perspectives in vocational courses; and an increased sense of community on campus. However, faculty may resent the loss of autonomy that team teaching necessitates, and may become impatient with the amount of time needed for class preparation. The digest outlines six programs currently offered by community colleges. Cuyahoga Community College in Ohio, for example, offers a freshman-level course in classical philosophy and American literature. One professor introduces a topic, while the second professor acts as commentator, questioner, and devil's advocate. At Macomb County Community College in Michigan, a business and technical writing course was developed jointly by faculty from the English, Technology, and Accounting disciplines. Contains 12 references. (CAK)

Hernandez, Gantes, Victor M.; Sorensen, Robert P.; Nieri, Alejandro H.

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 95

NOTE- 14p.; Paper presented at the Great Lakes Leadership Conference on Education and Work (2nd, Milwaukee, WI, October 30-November 1, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Role; *Community Colleges; *Economic Development; Education Work Relationship; Educational Change; *Futures (of Society); *Job Training; *School Business Relationship; School Community Relationship; Technology; Two Year Colleges; Vocational Education

This essay discusses the expanded role for two-year postsecondary institutions. It suggests that global competition and recent developments in new technologies are creating new conditions in the workplace and in the postsecondary educational system. These conditions are creating an increased demand for highly skilled workers, new management styles, and entrepreneurial skills. These workplace trends suggest the need for community colleges to emphasize an institutional and public commitment to economic development as a community enterprise. The essay outlines some possible strategies for fostering economic development through partnerships between industry and postsecondary institutions. It also analyzes the effects upon the United States of lower wages being paid by industrialized countries to hire workers in developing countries. In response to global competition, U.S. industry began to consider automated systems and computer programs. The two-year colleges demonstrate an important potential to expand their participation in community development within the context of emerging vocationalism, but questions remain as to whether they can make the changes necessary to support the needs of the established local industry, help individuals ease the transition to business ownership, and become proactive players in the development of the community. Contains 21 references. (NB)

ED 429 654 JC 990 240

Laanan, Frankie Santos
Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Blacks; *College Transfer Students; *Community Colleges; Comparative Analysis; *Educational Environment; Ethnic Groups; Higher Education; Minority Groups; *Student Attitudes; *Student Characteristics; Whites

This study sought to examine the community college and university experiences of students who differed by racial/ethnic background. C. R. Pace's concept of Quality of Effort was employed to frame questions regarding level of involvement, quality of effort, general perceptions and the academic and social adjustment process. The research design utilized the Transfer Student Questionnaire (TSQ) and captured a sample of 696 students. Descriptive and factor analyses as well as tests of significance were employed in the data analysis. Results suggest that non-white students are likely to have different experiences at both the two- and four-year institutions than white students in terms of quality of effort, perceptions of the environment, and educational background. White students reported a significantly higher quality of effort with regard to faculty and course learning. Whites also performed better than non-white students as measured by GPA. However, a significantly higher number of non-whites than whites were first-generation college students. Implications for future practice are discussed. Survey results are appended. Contains 37 references. (SKF)

ED 429 655 JC 990 241

Staszewski, Thomas F.
Participants' Perceptions of Employability Skills Learned in a Community College Job Readiness Program.
PUB DATE- 97
NOTE- 195p.; Ed.D. Dissertation, University of Pittsburgh.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Employment Potential; Employment Programs; Enrollment; *Job Training; Labor Force Development; Outcomes of Education; Program Evaluation; Student Attitudes; Tables (Data); Two Year Colleges

This study investigated adult students who completed an instructional program that included training in employability and job readiness. It identified and analyzed program completers' perceptions of the instruction they received and the employability skill levels and benefits gained as a result of their program participation. Data were collected from 85 community college students using a questionnaire with both closed- and open-ended questions. Information collected included demographics, reasons for seeking training, current

ED 429 674 PS 027 353

Brown, Lyn Mikel
Raising Their Voices: The Politics of Girls' Anger.
PUB DATE- 98
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Anger; *Early Adolescents; Emotional Adjustment; Emotional Response; *Females; Feminism; High Schools; Lower Class Students; Middle Class Culture; Middle Class Students; *Resentment; Resistance (Psychology); Sex Bias; Sex Discrimination; Sex Role; *Sex Stereotypes; Sexual Harassment; Social Development; *Social Differences; Social Environment; Social Status; Whites; Working Class
IDENTIFIERS- *Femininity

Challenging conventional characterization of teenage girlhood as a wasteland of depression, low self-esteem, and passive victimhood, this book presents accounts of young girls showing how their voices are shaped and constrained by socioeconomic class. Based on a year-long study involving conversations with white adolescent girls from the working poor and the middle classes, the book demonstrates how girls adopt some expectations about gender but strenuously resist others, how they use traditionally feminine means to maintain their independence, and how they recognize and resist pressures to ignore their own needs and wishes. Working class girls are shown to be more willing to be openly angry than their middle-class peers, and yet more likely to denigrate themselves and attribute their failures to personal weakness. The book highlights how the two classes differ in the intensity of their anger, the issues that arouse the strongest feelings, and the manner in which they express these feelings. The book's preface discusses how women and girls who protest the realities of their experiences are likely to be accused of contributing to a "cult of victimization" or "culture of complaint." Accordingly, these misnomers of political resistance reveal the depth of cultural denial, the covering over of girls' and women's psychological realities, particularly when these realities are painted with strong feeling and vivid illustrations, as they are in the case of sexual harassment, physical violence, acquaintance rape, and incest. Chapters in the book are: (1) "Stones in the Road," dealing with the constraints of class, culture and race in female expressions of anger; (2) "Privileging Difference," explaining how social status has a profound effect on the evolution of this study; (3) "Mansfield: Living outside the Lines," a description of girls from a working class setting; (4) "Acadia: The Conventions of Imagination," a description of girls from a middle-class setting; (5) "Voice and Ventriloquation in Girls' Development," explaining a process whereby one voice speaks through another voice or voice type; (6) "Resisting Femininity," discussing girls' struggles with the idealization of what a woman is supposed to be in a given culture; (7) "The Madgirl in the Classroom," describing the differences between the constraints felt by the middle-class girls, and the working-class girls' openness to expressing their feelings; and (8) "Educating the Resistance," dealing with the battle over the interpretation of truth and reality as being feminine and defined in class, gender, and race. Contains 166 references. (AMC)

ED 429 675 PS 027 374

ED 429 692 PS 027 493

Crosby, Danielle A.
What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Caregiver Speech; Child Rearing; Children; Comparative Analysis; Conflict; Goal Orientation; Models; *Moods; *Mothers; *Parent Attitudes; *Parent Child Relationship; Preschool Children; Preschool Education

The emotion-goal-regulation model of parenting maintains that the degree to which parents' behavior, cognitions, and emotions are organized by outcomes important to children (child orientation) is an important influence on parent-child interaction. This study examined the impact of negative parental moods on parents' ability and motivation to attend to and address their children's concerns and whether parent-child interaction proceeds more smoothly when parents are child-oriented than when they are not. Participating were 29 intact families from four preschools in Austin, Texas with target children ranging in age from 3 to 6 years. Parents independently completed the Positive and Negative Affect Schedule, a mood measure. Audiotapes were made of 15 dinner-time conversations at which both parents and the target child were present; the two dinner times for which mothers reported their most extreme positive and negative moods were selected for transcription and analysis. The transcripts were coded for mothers' child-orientation during conversation turns, verbal conflict, and affective expression. The results indicated that mothers spoke an average of 118 turns per dinner, with no differences between negative and positive mood days. Thirty-seven percent of mothers' turns were coded as actively promoting a particular agenda. Mothers were less oriented toward their children's concerns when experiencing a negative mood than when experiencing a positive mood. The percentage of mothers' turns that were self-oriented was very low, accounted for only 2 percent of mothers' total turns. Children expressed less negativity toward mothers and less conflict following mothers' child-oriented turns than following mothers' turns in general. (KB)

ED 429 693 PS 027 503

Hane, Amie Ashley; Feldstein, Stanley; Morrison, Brian M.; Loo, Shyon
The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 429 711 PS 027 535

Hyun, Eunsook; Tyler, Mike
Examination of Preschool Teachers' Biased Perception on Gender Differences.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culturally Relevant Education; Hermeneutics; Preschool Education; *Preschool Teachers; Qualitative Research; *Sex Differences; *Teacher Attitudes; Young Children
IDENTIFIERS- Developmentally Appropriate Programs

Using the theoretical framework of hermeneutics and guided by the conceptual framework of Developmentally and Culturally Appropriate Practice, two studies examined how preschool teachers perceive young children's gender differences in relation to the pedagogical considerations. Participants in Study 1 were 121 early childhood educators attending workshops on gender differences in the classroom. The teachers produced 113 different words to describe preschool boys and 98 to describe preschool girls. A wider range of behaviors were described for boys than for girls and there was a higher level of agreement on the three most common descriptors for boys (active, loud, aggressive) than for girls (quiet, talkative, sensitive). Teachers perceived boys to have more of the qualities of constructivist learners than girls, and more initiative and capacity for independent learning. Study 2 examined the meaning attached to these descriptors by others. Thirty-one early childhood practitioners completed surveys regarding the positive/negative nature of each descriptor and perceptions of children described with the most common descriptors for boys or for girls. The findings suggest that the female teachers tend to be less appreciative of boys' ways of playing, and constructing and using knowledge than those of girls. While many constructivist learner qualities are identified more often for boys than girls, overall the teachers' perception of the boys' group was as less "teachable" and "easy to work with" than the girls' group. (Contains 45 references.) (Author/KB)

ED 429 712 PS 027 536

O'Brien, Mary M.
Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Agency Cooperation; Change Strategies; Child Welfare; Children; Community Programs; *Community Services; *Family Programs; *Financial Support; Government Role; Integrated Services; Profiles; Program Descriptions; Social Services

Critical to the success of current efforts to reform and restructure education and other community supports and services

ED 429 730 PS 027 576

Crawford, Valerie M.
Semiotic Processes in Women's Coordination of Work and Family.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (Albuquerque, NM, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Day Care; Early Childhood Education; *Employed Parents; *Family Work Relationship; *Mother Attitudes; *Mothers; Parent Child Relationship; *Role Conflict; Role Perception; *Semiotics
IDENTIFIERS- Role Strain

This study examined how women who work in the professions and who have been mothers for 1 to 4 years construct and coordinate their roles as professionals and as mothers, in terms of both the symbolic meanings of these roles and the practical organization of their daily activity related to these roles. Fifteen women participated in extensive individual interviews designed to probe the personal significance of each role, professional and mother, and to explore their thoughts and feelings about day care, child-rearing, and women's roles in society. The perspectives taken in coordinating work and family were identified from the transcribed interviews. Additionally, the form of coordination (oppositional or nonoppositional) was identified. Findings revealed four perspectives: (1) ego-anchored, in which self figures prominently, with pleasures and stresses of working and mothering contributing to one's development; (2) child-anchored, in which the child's needs are prominent; (3) role-anchored/work, emphasizing professional identity, work, and professional achievements and satisfactions; and (4) role-anchored family, emphasizing the maternal role, identification with it, and enjoyment derived from it. Oppositional forms of coordination were evident in statements regarding conflict or situations in which one domain constrains activity in another. Nonoppositional coordination was apparent in considerations of tradeoffs and specific positive effects across domains. Lengthy citations from interviews illustrate the perspectives. The perspectives act as mediators of action, thinking, and feelings, in the domains of working, mothering, and coordinating the two and thus complements outcomes-oriented studies. (Contains 11 references.) (KB)

ED 429 731 PS 027 580

Myron-Wilson, Rowan
Parental Style: And How It May Influence a Child's Role in Bullying.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bullying; Child Rearing; Childhood Attitudes; Elementary Education; Elementary School Students; Foreign

ED 429 748 RC 021 898

Pinson, Dena M.; Montgomery, Diane
Play-Based Programming: Advantages for Rural Early Childhood Special Education.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Curriculum Development; Developmental Delays; Early Childhood Education; *Intervention; *Play; Play Therapy; Preschool Curriculum; *Special Education
IDENTIFIERS- Behavioral Assessment; *Developmentally Appropriate Programs

This paper explores the research literature surrounding beliefs about children's play and the rationale for using play-based programming as part of early childhood special education practices. Discussions of recommended practices for educating or serving the needs of children typically refer to developmentally appropriate practice (DAP). DAP is defined, along with a discussion of its components. Two examples of play-based programming models are Linder's Transdisciplinary Play-Based Assessment/Intervention (TPBA/I) and McCord's Storybook Journey Curriculum (SJC). The TPBA/I model has six categories or levels of play. Identifying the primary category of a child's spontaneous play is important to determining the child's strengths and provides vital clues to use in planning interventions. Parent participation is systematically built in to the assessment and intervention process. SJC provides a structure for using children's literature to design play activities relative to the child's intervention and developmental needs. Twelve developmental implications of SJC are briefly explained. A particular advantage to play-based curricula is its use of existing materials within rural communities and homes. Adults who engage with a child in play demonstrate interactions with the child that can provide professionals with understandings about family expectations, beliefs, skills, and needs. Contains 24 references. (CDS)

ED 429 749 RC 021 899

Barber, Claire; Bledsoe, Teresa; Pequin, Linda; Montgomery, Diane
Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Curriculum Development; Economically Disadvantaged; *Gifted Disadvantaged; High School Students; High Schools; Parent Participation; *Portfolio

ED 429 765 RC 021 915

Bull, Kay S.; Shuler, Paul; Overton, Robert; Kimball, Sarah; Boykin, Cynthia; Griffin, John
Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Constructivism (Learning); *Cooperative Learning; Curriculum Design; *Distance Education; Group Instruction; Instructional Innovation; *Internet; Learning Processes; Peer Teaching; Teaching Methods
IDENTIFIERS- Facilitators; *Scaffolding; *Zone of Proximal Development

When in the "zone of proximal development" for a particular skill or piece of information, a learner is ready to learn but lacks certain prerequisites. Scaffolding is an interactive process in which a teacher or facilitator assists such a learner to build a "structure" to contain and frame the new information. Scaffolding can be provided by teachers, peers, or computers, and may include the use of tutoring, performance systems, and reciprocal teaching. Online scaffolding practices include scaffolding embedded in the information, such as visual cuing, separate web pages of directions on what to notice or what process to employ, tutorials that are interactive or downloadable, help pages, additional explanatory links, or communication forms to contact the instructor or peers. In computer-mediated learning, scaffolding is more important than in traditional education because learning is typically collaborative, and all participants will provide scaffolding to other participants at different times during the learning process. Therefore, participants must be exposed to the idea of scaffolding and know when it is appropriate in the dialogic process. Pointers on appropriate use of scaffolding are given. The teacher may have to provide prerequisite skills to some students. A computer environment makes the provision of these easier because there is much prepackaged material on the Internet, including visuals, illustrations, and simulations. Students can create materials to help less sophisticated students, and post these on the class web page, thus creating a learning archive. The four stages of facilitated learning, from a constructivist view, are described, as is coaching in collaborative computer-mediated learning. The measure of a well functioning group is the decreasing need for external scaffolding from the teacher, as the members scaffold each other. Contains web sites for online resources. (TD)

ED 429 766 RC 021 916

Bull, Kay S.; Boykin, Cynthia; Griffin, John; Overton, Robert; Kimball, Sarah

ED 429 781 RC 021 931

Friedland, Billie
How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
PUB DATE- 99
NOTE- 12p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; High School Students; High Schools; *Individualized Education Programs; *Mild Mental Retardation; Parent Attitudes; Parent Participation; *Self Determination; Special Education; *Student Attitudes; *Student Participation; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- West Virginia

An exploratory multiple-case study examined West Virginia students', parents', and educators' perceptions of participation by secondary students and recent school leavers with mild intellectual disabilities in the Individual Transition/Education Planning (ITEP) process. Data collection consisted of individual interviews with 24 students and graduates (aged 14-24); focus groups with 60 students, graduates, parents, educators, and counselors in 5 West Virginia counties; and review of 15 ITEP documents. Major findings included the following: (1) except in the most remote county, students could identify agencies and resources to help them with career development; (2) students were informally prepared for ITEP meetings by educators, but no systematic training for self-determination was taking place; (3) there was general agreement about inadequate time and schoolwide support for transition planning; (4) some students had difficulties communicating about future plans, in general or with their parents; (5) collaboration among educators was good but countywide transition coordinators were needed; and (6) parents had lower expectations of student outcomes than did educators, and conceptualizations of the meaning of self-determination varied widely. Implications are discussed for further research, special education policy in West Virginia, parent-teacher communication, and improvements in transition practices. Contains 42 references. (SV)

ED 429 782 RC 021 932

Gold, Veronica
Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; High Schools; Professional Development; Program Development; Program Effectiveness; *Rural

ED 429 798 RC 021 953

Moore, Keith
A Focus on Rural Australia for Students at the University of Ballarat.
PUB DATE- 97
NOTE- 15p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Education Courses; Foreign Countries; Higher Education; *Rural Schools; *Rural Sociology; *School Community Relationship; Sex Bias; Social Stratification; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Australia; *Teacher Community Relationship; University of Ballarat (Australia)

The highest levels of dissatisfaction registered by practicing rural teachers in Australia about their training were toward distinctly rural components: multi-grade teaching, rural living, and school-community relationships. School-community relationships are important, especially so in rural areas because most rural schools are the center of their community. The teacher preparation course at the University of Ballarat (Victoria, Australia) includes a semester-long unit titled "Rural Australia," which examines the sociology of rural communities and schools and promotes student understanding of how a teacher's behavior can win or lose community acceptance and esteem. The course is offered to second-year primary trainees and has been offered to practicing teachers on weekends or school vacations. Students are made aware that rural Australians are class conscious and their society is highly stratified. Status differentiation on the basis of gender exists, and is studied. Other topics studied are strategies for teacher acceptance or rejection, teaching Aboriginal children, distance education, telematics, and problems associated with rural unemployment. An important aspect of the unit is the case study that students must conduct and present to the class. Each student selects a rural community and investigates aspects of stratification and the requirements for a young teacher to fit in socially. Excerpts from one case study are included, along with comments from students about how the unit would assist them in the future. Contains 35 references. (TD)

ED 429 799 RC 021 954

Lindley, Judy
What Is Ag-Ed?
PUB DATE- 97
NOTE- 7p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

ED 429 817 SE 062 378

Kelly, Gregory J.; Chen, Catherine
A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 57p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Discourse Analysis; *Epistemology; *Ethnography; Higher Education; *Interaction Process Analysis; *Oceanography; Science Education; Scientific Enterprise; Scientific Principles; Social Science Research; Sociolinguistics; Speech Communication

The purpose of this paper is to examine how the epistemology of a discipline is interactionally accomplished, acknowledged, and appropriated in a university oceanography course. Drawing from sociological and anthropological studies of scientific communities, this study uses an ethnographic perspective to explore how teachers and students came to define particular epistemological perspectives through the everyday practices associated with teaching and learning oceanography. Writing in a scientific genre was foregrounded in the teaching of this university introductory course and demonstrated how, through discourse processes in classrooms about writing in science, knowledge construction reflects aspects of disciplinary knowledge derived from scientific communities. Analysis of the data examined how social mediators between science and education position the epistemology of the discipline of oceanography. Cultural themes woven throughout the course activities emphasized epistemological issues such as uses of evidence, role of expertise, relevance of point of view, and limits to the authority of disciplinary inquiry. Class discussions about writing in science became contexts for students to question cultural norms of science and school science activities. (Contains 61 references and 3 figures.) (Author/NB)

ED 429 818 SE 062 379

Porter, Rhonda C.
Gender Differences in Mathematics Performance.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Holmes Partnership (Boston, MA, January 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Ethnicity; *Mathematics Achievement; Mathematics Education; *Sex Differences; Social Influences; *Socioeconomic Status; *Teacher Student Relationship

Since the 1960s, gender differences in mathematics performance have been a major topic in educational and mathematical research. This study entails a gender comparative analysis of students' mathematics performance as determined by the Iowa Test of Basic Skills and by the Tests of Achievement and Proficiency. In a public school system in rural Southwest

ED 429 837 SE 062 411

Bates, Peggy; Greiner, Elizabeth; Hampshire, Jane; Jolly, Sylvia; Keel, Eddie; Lancaster, Edith; Leake, Cindy; Locum, Jennifer; Moore, Vanessa; Morton, Sherry; Moser, Sue; Peterson, Bonnie; Simmons, Jo Ann; Stewart, Ron
Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Educational Technology; *Graphing Calculators; Inservice Teacher Education; Lesson Plans; Mathematics Activities; *Mathematics Instruction; Preservice Teacher Education; *Problem Solving; Professional Development; Relevance (Education); Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Calculator Based Laboratories

Technology has revolutionized the way mathematics and science are taught and few innovations in mathematics education have had as much impact as the graphing calculator. Fourteen classroom teachers were brought together during the summer of 1997 and during a week-long workshop, the teachers collaborated to develop a resource guide for integrating graphing calculators into the mathematics curriculum for grades 7-12. This book provides those lessons that cover a wide variety of mathematical concepts and topics and are intended to facilitate the use of the graphing calculator in the classroom. Designed to be consistent with national standards and state frameworks for mathematics, the lessons emphasize hands-on, problem solving approaches and connections to science and the real world. Some lessons also incorporate other forms of technology such as calculator-based laboratories. (ASK)

ED 429 838 SE 062 412

Burger, Carol J.; Sandy, Mary L.
A Guide to Gender Fair Education in Science and Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; Engineering Education; *Females; *Mathematics Education; *Science Education; *Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Teacher Improvement; Technology Education

This booklet is intended for teachers in grades K-12, guidance counselors, school administrators, preservice teachers and their college instructors, and interested parents. The information included in this publication has been gathered from the research and programs developed and refined by hundreds of dedicated teachers and researchers in the field of educational equity. What they found is that, depending on one's gender,

ED 429 860 SO 029 251

Rusnak, Timothy, Ed.
An Integrated Approach to Character Education.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Classroom Environment; *Curriculum Development; Elementary Secondary Education; *Ethical Instruction; School Culture; Social Studies; Student Development; Student Needs; *Values Education
IDENTIFIERS- *Character Education; Moral Education

An effective, action-oriented way of addressing students' values and character growth is emphasized in this collection of articles. The book teaches the principles that form the integrated approach to character education. Three vital aspects of teaching and learning are discussed. An introduction by the editor is entitled: "The Six Principles of Integrated Character Education." Articles in the book are organized around the six principles. Chapter titles are: (1) "Integrating Character in the Life of the School" (Timothy Rusnak); (2) "Making Characters Work" (William J. Switala); (3) "Character, Curriculum, and Action Education" (Thomas Farrelly); (4) "Learning beyond the Classroom" (James Antis); (5) "Building a Positive Classroom Environment" (Mark John Tierno); (6) "More Than a Good Lesson Plan" (Kenneth Barbour); (7) "Leadership, Character Growth, and Authenticity" (James E. Henderson); (8) "Making Leadership Count" (Robert D. Myers); (9) "Constructing Learning and Character" (Frank M. Ribich); (10) "Fostering Character Growth" (Judy Heasley); (11) "Community, Character, and Schooling" (V. Robert Agostino); and (12) "Partnering with the Community" (Donna K. Milanovich). The epilogue is entitled "Getting Started" (Paul F. Black). A list of resource organizations and programs concludes the book. (BT)

ED 429 861 SO 029 366

Melchert, Charles F.
Wise Teaching: Biblical Wisdom and Educational Ministry.
PUB DATE- 98
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Biblical Literature; *Cultural Context; Global Education; *Inquiry; Learning Processes; Reader Response; Reader Text Relationship; *Religion; *Religion Studies; *Religious Education
IDENTIFIERS- Judeo Christian Values; Text Factors

The combination of biblical scholarship and pedagogical inquiry of the Biblical "wisdom" texts (Proverbs, Job, Ecclesiastes, Ecclesiasticus, Wisdom of Solomon, and the Synoptic Gospels) are the focus of this book. Inferences about teaching and learning that can be drawn from these texts are discussed. Acknowledging that the practices of the wise teachers of the biblical tradition cannot be reconstructed, the wisdom texts embody not only what the teachers wanted readers/students to

ED 429 879 SO 029 531

Cornett, Jeffrey W.
Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
PUB DATE- 98
NOTE- 34p.; Report prepared for the American Bar Association, April 1997. Paper presented at the Civitas: An International Civic Exchange Program Conference (Vogosca-Sarajevo, Bosnia and Herzegovina, May 7-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; Critical Thinking; *Law Related Education; Literature Reviews; *Scholarship; Secondary Education; Social Studies; Student Attitudes; Student Behavior
IDENTIFIERS- Civic Values

Research in law-related education (LRE) and related fields is reviewed in this report. For the past two decades, researchers consistently have reported that law-related curricula and instruction make a positive impact on youth when compared to traditional approaches to teaching and learning law, civics, and government. The overall conclusion is that LRE programs have a positive effect on student knowledge about law and legal processes, and individual rights and responsibilities. In addition, there is evidence that LRE programs have a positive influence on student attitudes and behavior. The most positive changes in student behavior often are associated with LRE programs where the following elements are present: instruction is of high quality and promotes higher order thinking; students are actively involved in the instructional process; teachers thoughtfully mediate the curriculum through wise selection of materials and outside resource persons; administrators actively support the program; and instructors have a network of professional peer support. This review incorporates an analysis of the major databases that yielded 9 technical reports, 6 scholarly papers, and 25 dissertations directly linked to law-related education. In addition, 13 journal articles and 6 book chapters were included in the review. (BT)

ED 429 880 SO 029 609

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Historical Materials (060)
DESCRIPTORS- *Black History; *Blacks; *Cultural Context; Higher Education; History Instruction; Secondary Education; *Slavery; *United States History
IDENTIFIERS- African Americans; Fugitive Slave Act 1793; Fugitive Slave Act 1850; *Historic Sites; Historical Research; National Park Service; *Underground Railroad

Although the Underground Railroad has been an integral part of U.S. history and folklore for well over 150 years, the recent past has seen an increased public interest in the identification of historic sites associated with the

ED 429 901 SO 030 598

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
PUB DATE- 96
NOTE- 62p.; For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; *Creativity; Elementary Secondary Education; Individual Development; *Learning Processes; Multiple Intelligences; Preschool Education; *Public Schools; State Curriculum Guides; *State Standards; Student Participation
IDENTIFIERS- *Massachusetts

This curriculum framework presents a philosophy of arts education, synthesizes current research, and sets learning standards for students from pre-kindergarten through 12th grade in the Commonwealth of Massachusetts. The curriculum framework's core concept is that experience in the creative process is essential for all learners, and that, in the arts, this process involves solving problems with skill and imagination, discovering new questions, ideas, and objects, or interpretations of existing works. According to the framework, learning in, about, and through the arts develops each learner's capacity to make meaning from experience, respond to creativity, and contribute to society. The curriculum framework is divided into the following sections: "Overview of the Arts Framework"; "Guiding Principles"; "Habits of Mind"; and "Arts Content." The Guiding Principles section is subdivided into: (1) "Arts Education for All Students"; (2) "Multiple Intelligences through the Arts"; (3) "Arts Education and Human Development"; (4) "Comprehensive and Sequential Arts Programs"; (5) "Multicultural and Interdisciplinary Connections"; (6) "Assessment in the Arts"; and (7) "Partnerships for Arts Education." The Arts Content section is subdivided into: (1) "Creating and Performing Strand"; (2) "Thinking and Responding Strand"; and (3) "Connecting and Contributing Strand." Contains three appendices, 27 references, and selected resources. (BT)

ED 429 902 SO 030 599

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
PUB DATE- 98
NOTE- 274p.; For Alabama Social Studies Standards, see SO 030 600.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Aesthetic Education; *Art Education; Dance; Elementary Secondary Education; Fine Arts; Public Schools; State Curriculum Guides; *State Standards; Student Development; Theater Arts; Visual Arts
IDENTIFIERS- *Alabama

This curriculum guide provides the framework for K-12 arts education program in Alabama's public schools. Content standards in the guide are minimum and required, and

ED 429 922 SO 030 810

Boyle-Baise, Marilynne
"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Multicultural Education; Preservice Teachers; *Service Learning; Student Attitudes; *Teacher Education
IDENTIFIERS- Philosophical Influences

The influence of philosophic perspectives on interpretations of service learning is examined in this paper. Suggestions for a philosophical framework for service learning, relating philosophic orientations to aims for multicultural education and to perspectives commonly held among preservice teachers are given. Considers the implications of this framework for multicultural teacher education. Contains a table and 37 references. (BT)

ED 429 923 SO 030 811

Boyle-Baise, Marilynne; Efiom, Patricia
The Construction of Meaning: Learning from Service Learning.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; Multicultural Education; *Preservice Teacher Education; *Preservice Teachers; *Reflective Teaching; *Service Learning
IDENTIFIERS- Interpretive Research; *Meaning Construction; *Student Expectations; Teaching Research

Preservice teachers' constructions of meaning within a multicultural education course are explored in this study. The study considers whether prior expectations have an impact on service learning, what meanings preservice teachers make from service learning, and whether reflection has an influence on meaning making. This interpretive case study used 24 preservice teachers in a multicultural education course. Community-based service learning was a 20-hour course component in which inquiry teams of three to six preservice teachers worked together at each community organization. Services responded to site-based needs and included tutoring, teaching small groups, and assisting recreational programs. An African-American family, familiar with the neighborhood served, acted as mentors, participated in two reflective sessions, and answered questions that arose from service learning. Data generated included introductory letters and a series of reflective essays written by preservice teachers. Three reflective sessions were videotaped, and class assignments and field-based projects were collected. Data were read and reread to determine themes and

ED 429 943 SP 038 434

Coco, Clare
Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; *Concept Mapping; Elementary Secondary Education; Essays; Feedback; Higher Education; Introductory Courses; Knowledge Level; Learning Strategies; Preservice Teacher Education; Psychology; Student Teachers; Teaching Methods
IDENTIFIERS- *Scaffolding

This study evaluated the effects of instructional scaffolding interventions (ISI) on preservice teachers' knowledge structures (e.g., concept maps) and short essay responses over time. Participants were 60 preservice teachers from two universities who were enrolled in one of three introductory psychology courses. One course was used as the experimental group, and the other courses became the comparison groups. ISI interventions consisted of a series of guided informational feedback sessions, following concept mapping and writing activities. The interventions were initiated in the experimental group to support learning that would enable higher levels of short essay responses, particularly among lower achieving students. Short essay question sheets were used to assess participants' written expressions of conceptual understanding of motivation theory. A three-group, multivariate repeated measures design was used to compare the knowledge structure and short essay responses of students in both conditions. Seven criteria were used to judge the quality of each concept map. Results indicated that students' declarative and procedural knowledge, as well as metacognitive skills, developed. The expert-novices had a more developed knowledge of subject matter content, they knew how to represent their knowledge when engaged in a concept mapping task, and they were more aware of the task demands and the audience when engaged in a writing task. The appendixes present examples of concept maps and short essay responses, examples of students' concept maps with other students' feedback comments, and examples of collaborative concept maps. (SM)

ED 429 944 SP 038 435

Tomlinson, Carol Ann
The Differentiated Classroom. Responding to the Needs of all Learners.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Cultural Differences; Curriculum Development; *Diversity

ED 429 963 SP 038 465

Saurino, Dan R.; Saurino, Penny L.
Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Beginning Teacher Induction; Beginning Teachers; College Faculty; Collegiality; Educational Research; Elementary Secondary Education; Higher Education; *Mentors; *Teacher Collaboration; Teacher Researchers

This study utilized collaborative group action research to investigate the effective use of mentoring teacher programs. The research group consisted of a new content area teacher, a transferring teacher from a different state, and a university researcher. The group met initially to finalize the research question, which addressed how they could make effective use of their mentoring program, then held meetings regularly throughout the study. Individual and group meetings were audiotaped, and participants kept journals. The researchers collected baseline data on current mentoring programs, teachers' attitudes, and future plans. They talked to other teachers and administrators about the current mentoring situations, then shared that information with the group. Teachers and mentors were assigned to one another, and mentors received training through a mentoring workshop. This paper describes participants' experiences in the mentoring program, including information from their journals. It concludes that the strategies and techniques established to maintain a positive mentoring experience for all participants were successful, and the program was very effective. The main concern about the program was the distance between the mentor and protege, since they were not in the same school. (Contains 16 references.) (SM)

ED 429 964 SP 038 466

Ganser, Tom
Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Cooperating Teachers; Educational Research; Elementary Secondary Education; Higher Education; Mentors; *Meta Analysis; Preservice Teacher Education; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- Wisconsin

This study surveyed three groups of teachers to investigate their perceptions of problems faced by beginning teachers. The study reexamined the usefulness of Veenman's (1984) meta-analysis of

ED 429 983 SP 038 491

Buckley, Jeri
Multicultural Reflection.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Discussion (Teaching Technique); Diversity (Student); Elementary Secondary Education; Higher Education; Multicultural Education; *Reflective Teaching; Student Teachers; *Teacher Attitudes; Teacher Collaboration; *Teacher Effectiveness
IDENTIFIERS- *Reflective Thinking

This paper examines how people reflect, individually and collaboratively, in different cultural contexts, discussing the consequences for teacher education. The paper suggests that the ways in which people reflect individually are shared across cultures, but the ways in which people reflect together are structured differently by their varied cultures, and this may have important consequences for teacher education since student teachers come from diverse cultures. After presenting research on and examples of individual and collaborative reflection from several diverse cultures, the paper concludes that teacher educators must be prepared to teach their students how to access the tools of discussion, and the teaching should be guided by various cultural considerations. The considerations include: learning to embrace one's own cultural tools for collaborative reflection; learning not to take for granted that other people share the same customs of reflection; being aware of the importance of establishing group norms for the college; welcoming the insights of other cultures into the reflective process; and meeting the challenge of learning how to share one's own understandings with people from different cultures. (Contains 26 references.) (SM)

ED 429 984 SP 038 493

Zay, Danielle
Collaborative Research and Evaluation in French Teacher Education.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Teacher Researchers; Teachers
IDENTIFIERS- *Collaborative Research; *France

This paper examines France's attempts, difficulties, and issues related to developing a new collaborative relationship between university-based researchers and school-based practitioners and a new evaluative policy that includes social partners. The

ED 430 005 TM 029 718

Hearne, Jill; Klockars, Alan
Fairness Issues in Student Exit Performance Assessment.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Bias; *Elementary School Students; Intermediate Grades; *Performance Based Assessment; Reading Achievement; Student Evaluation; *Student Promotion; Urban Schools
IDENTIFIERS- *Exit Examinations; *Fairness; Iowa Tests of Basic Skills

A standards-based exit policy was implemented in an urban district in the northwestern United States. This paper considers the second year of implementation with a group of 2,581 students in the fifth grade. Of these, 104 were identified as not having the skills to exit fifth grade. Reading achievement as measured by two tests, the Iowa Tests of Basic Skills and the Washington Assessment of Student Learning, was cross tabulated with teacher judgments. There was over 90% correspondence between the two tests, both of which were published by the same company, and there was a high relationship between teacher judgments and student achievement on external measures. Teachers had high validity in making judgments about student learning relative to their performance on external measures, with good agreement for 90% of students. Some reasons for misjudgments about student achievement are discussed, and the need for additional professional development to ensure equity standards-based exit requirements is emphasized. (Contains 3 tables and 28 references.) (SLD)

ED 430 006 TM 029 719

Mott, Michael S.; Halpin, Regina
A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For the authored narratives, see TM 029 720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Software; Elementary School Students; Evaluation Methods; *Hypermedia; Primary Education; Reliability; Test Construction; Test Format; *Test Use; Validity
IDENTIFIERS- Paper and Pencil Tests; Scoring Rubrics; *Writing What You Read

The reliability and developmental and concurrent validity of the Writing What You Read (WWYR) rubric, designed for use with paper and pen, for hypermedia-authored narrative productions of students in grades 2 and 3 were studied. Sixty students from 4 classrooms produced hypermedia narratives (interactive multimedia presentations) that were rated by 5 trained raters

ED 430 027 TM 029 740

Bloom, Jeffrey W.
Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Comprehension; *Intellectual Disciplines; *Knowledge Level; *Learning; *Thinking Skills
IDENTIFIERS- *Postmodernism

This paper addresses contemporary (i.e., postmodern) concerns with the disintegration of meaning and fragmentation of knowledge. As society continues to move towards increased specialization and separation of disciplines, people are becoming increasingly disconnected from the broad connecting conceptions within the disciplines, i.e., the patterns that bridge the disciplines, to the natural world, and to each other. A potential remedy, based on the work of Gregory Bateson and Mary Catherine Bateson, for providing a way to develop such connections is explored. Such as remedy is founded on the framework of "patterns that connect" (G. Bateson, 1979). In this paper, the discussion of such patterns is situated in the context of a view of learning that is based on nonlinearity of thought processes and on variation both as a source and outcome of thinking (J. Bloom, 1998; F. Capra, 1996). This view of learning leads to: (1) more cohesive and elaborate understandings; (2) an emphasis on meaning rather than decontextualized content; (3) emphasis on creativity; (4) a greater sense of connection to the learner's world; and (5) the development of a sense of ownership over what is learned. (Contains 5 figures and 19 references.) (SLD)

ED 430 028 TM 029 771

Marzano, Robert J.; Kendall, John S.
Implementing Standards-Based Education. Student Assessment Series.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Assessment; Elementary Secondary Education; Lifelong Learning; *Performance Factors; Program Implementation; Teaching Methods
IDENTIFIERS- Scoring Rubrics

The purposes of this book are to help teachers understand the rationale and nature of the current emphasis on U.S. education on standards and to provide classroom teachers with guidance on the many ways the standards movement might affect their classrooms. Approaches to implementing standards may be organized into two general categories, indirect and direct. Indirect approaches are based on the assumption that even

ED 430 048 TM 029 792

Fan, Xitao; Chen, Michael
Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Elementary Secondary Education; Expectation; *Meta Analysis; *Parent Participation; Qualitative Research

The idea that parental involvement has a positive influence on students' academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement as the remedy for many problems in education. The vast proportion of the literature in this area, however, is qualitative without empirical data. Among the empirical studies that have investigated this issue quantitatively, there appear to be considerable inconsistencies. A meta-analysis was conducted to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement. The findings reveal a moderate, and practically meaningful, relationship between parental involvement and academic achievement. Using moderator analysis, it is revealed that parental aspiration/expectation for children's education achievement as the strongest relationship, while parental home supervision has the weakest relationship, with students' academic achievement. In addition, the relationship is stronger when academic achievement is represented by a global indicator than by a subject-specific indicator. Limitations of the study are noted, and suggestions are made for future studies. (Contains 5 tables and 85 references.) (Author/SLD)

ED 430 049 TM 029 793

Fan, Xitao; Chen, Michael
When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Generalizability Theory; *Interrater Reliability; *Sample Size; Sampling; Scores; *Scoring

It is erroneous to extend or generalize the inter-rater reliability coefficient estimated from only a (small) proportion of the sample to the rest of the sample data where only one rater is used for scoring, although such generalization is often made implicitly in practice. It is shown that if inter-rater reliability estimate from part of a

ED 430 069 UD 032 912

Weiler, Jeanne
Girls and Violence. ERIC Digest Number 143.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; *Delinquency; Educational Research; Elementary Secondary Education; *Females; Intervention; Program Effectiveness; *School Safety; Sex Differences; Urban Schools; *Violence
IDENTIFIERS- ERIC Digests

This digest reviews current research on girls' delinquent and violent behavior, the factors contributing to it, and effective programming strategies to prevent it. Girls are more involved in violent crime than they were a decade ago. Their murder rate is up 64%, although status offenses (offenses only because the perpetrator is a minor) continue to comprise most of girls' arrests. The violent crimes committed by girls differ from offenses by boys. Girls are more likely to use knives, more likely to kill someone as a result of a conflict rather than during a crime, and more likely to murder or fight with family members. Current research on adolescent violence and delinquency considers how social class, race, ethnicity, and culture interact to cause young women to behave violently. To serve young women effectively, programs must develop culturally sensitive, gender-specific approaches to intervention. A recent review of existing programs for girls suggests that three common elements combine in program success: (1) comprehensive counseling; (2) educational and occupational support; and (3) support for young women not able to remain with their families. (Contains 13 references.) (SLD)

ED 430 070 UD 032 913

Weiner, Lois
Urban Teaching: The Essentials.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Moral Values; *Preservice Teachers; *Teaching Methods; *Urban Teaching

To help new and prospective urban teachers deal with the practical problems and moral dimensions of the occupation, this book offers advice about successful urban teaching. The chapters are: (1) "A Book of Advice for Prospective and New Urban Teachers"; (2) "What's Different about Teaching in Urban Schools?"; (3) "Dealing with the Urban School System"; (4) "The Urban School Setting"; (5) "Your Relations with Teachers, the Union, and Administrators"; (6) "Your Students"; (7) "Managing Your Classroom"; and (8) "Your Moral and Political employment status, and impressions of the training services offered by the program. Respondents were categorized by employment school enrollment status at the time the surveys were completed. The respondents were 92% female and ranged in age from 20-54; 73% reported having a work history, 71% were receiving public assistance, and 59% were enrolled in a school or training program. The most popular reasons for enrolling in the program were to continue education (68%), to learn new skills (61%), and to seek employment (55%). A great majority of the completers indicated that the instruction was useful; many found that their skills in seven major areas identified by the literature had improved. Overall, the findings point to a positive perception of employability skills on the part of the participants who completed the program. Contains 42 references. (CAK)

ED 429 656 JC 990 247

Barnett, Lynn, Ed.
Directory of Disability Support Services in Community Colleges, 1996.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); College Programs; *Community Colleges; *Disabilities; Educational Facilities; *Services; *Special Needs Students; Two Year Colleges

This directory presents a picture of the programs, services, and support that community colleges offer for individuals with disabilities, and heightens awareness of the range of education and training opportunities available at those institutions. It should serve as a resource for administrators, counselors, students, parents, and policymakers. Data were collected from summer 1995 through mid-1996 from disability services personnel at 672 public and private technical, community, and junior colleges. As part of the survey, each school described outreach activities in eight different areas, provided information on any noteworthy features of their programs, and reported on nine categories of disabilities: visual impairment or blindness; deafness/hard of hearing; orthopedic/mobility disabilities; speech/language disorders; learning disabilities; mental retardation; emotional/behavioral disorders; head injuries; and chronic illnesses/other. The directory is organized into four parts: (1) Institutions by State, including the number of students registered for disability support services, a list of services available, and special features; (2) Numbers of Students Reporting Disabilities by Category (in chart form); (3) Special Features Index, which categorizes services, programs, or accommodations that are perceived to be particularly noteworthy by the institutions; and (4) Institutional Index. Contains 73 selected references. (VF)

ED 429 657 JC 990 250

Palow, William P.
Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
PUB DATE- 99
NOTE- 18p.

Hewes, Dorothy W.
Toronto's First U.S.-Canadian ECE Conference-1891.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Toronto, Canada, November 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Foreign Countries; *Kindergarten; Organizational Development; *Preschool Education; Preschool Teachers; *Teacher Associations
IDENTIFIERS- *Association for Childhood Education International; Canada; Froebel (Friedrich); Historical Background; National Association Educ of Young Children; National Association for Nursery Education; *National Education Association

Early childhood professional organizations in Canada and the United States have evolved since leaders of the Kindergarten Department of the National Educational Association (NEA) met in Toronto in 1891. This meeting led to the creation of the International Kindergarten Union (IKU), now known as the Association for Childhood Education International (ACEI). From the ACEI developed the National Association for Nursery Education, a precursor to the National Association for the Education of Young Children (NAEYC). In 1892, the organizational goals of the IKU were presented to: (1) gather and disseminate knowledge of the kindergarten movement throughout the world; (2) bring into active cooperation all kindergarten interests; (3) promote the establishment of kindergartens, and (4) elevate the standard of professional training for the kindergartner. Leading the organization were three married professional couples: Eudora and William N. Hailmann, Maria Kraus-Boelte and John Kraus, and Adaline and John Hughes. Their involvement created a female-based department in the practically all male NEA, and they promoted the Froebelian theory of early childhood education. (Includes 19 references.) (LBT)

ED 429 676 PS 027 375

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Child Caregivers; Community Organizations; Early Childhood Education; *Family Day Care; *Social Support Groups
IDENTIFIERS- Caregiver Training; *Family Day Care Systems; *Family Support; New York; Support Systems

In July of 1997, Bank Street College of Education's Center for Family Support initiated a collaborative project to provide support to family, friends, and neighbors who care for other people's children. Five agencies participated in the project: the Center, Child Care, Inc., Women's Housing and Economic Development Corporation (WHEDCO), Aquinas Housing Corporation (Aquinas), and the Citizen's Advice Bureau (CAB). The three objectives of the project were to: (1) enhance the quality of care that children receive from kith and kin caregivers; (2)

DESCRIPTORS- Caregiver Speech; Infant Behavior; *Infants; *Mothers; *Parent Child Relationship; Responses
IDENTIFIERS- Dyadic Interaction Analysis; Dyads; *Maternal Sensitivity; Vocalization

This study explored the relation between mother-infant coordinated interpersonal timing, an automated microanalytic measure of dyadic vocal coordination, and maternal sensitivity. Thirty-four mothers and their developmentally normal 4-month-old infants were audio recorded during a 20-minute laboratory vocal interaction session, which was later analyzed for coordinated interpersonal timing. Maternal sensitivity ratings were based on a videotaped 45-minute unstructured interaction period also obtained during the laboratory visit. The findings indicated a significant curvilinear relation between the degree to which mother coordinated her noninterruptive co-occurring speech to that of her infant (r=.381) and revealed that mothers highest in sensitivity were characterized by moderate levels of coordination. The finding supported the notion that examining mother-infant interaction at the specific behavioral level, while incorporating tests of nonlinear trends, may provide important information about the nature of sensitive parenting. (Contains 40 references.) (Author/AMC)

ED 429 694 PS 027 508

Malkus, Amy J.; Musser, Lynn M.
Common Concerns of School Age Children.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Anxiety; *Children; Elementary Education; *Elementary School Students; *Fear; Interviews; Locus of Control; Questionnaires; Sadness; *Stress Variables
IDENTIFIERS- Worry

This study assessed common concerns of school-age children. Participating were 138 children in grades 1, 3, and 5. Concerns were spontaneously generated by children during Phase 1 of the study, and common stressors most frequently mentioned were ranked on a 10-item rank-order task during Phase 2. In Phase 3, children completed questionnaires measuring their manifest anxiety and locus of control. In Phase 4, children's understanding of the concept of worry was assessed in semi-structured interviews with a small subsample. Findings indicated that fifth graders were significantly more worried about school than younger children. They were also more concerned about peer acceptance and the future than third graders. Third graders were more concerned about getting in trouble than fifth graders. Similar grade differences were found in children's rankings of common concerns. Fifth graders were again significantly more worried about school problems than younger children. Fifth graders were significantly more worried about family members getting hurt than third graders. First graders were significantly more worried about smoking and drugs than third graders. Fifth graders were significantly less anxious and had a significantly more internal locus of control than third graders, who in turn were significantly less anxious and had a significantly more internal locus of control than first graders. First graders exhibited less ability to verbally express their understanding of the concept of worry than older to improve the lives of children and their families is the way in which they are financed. This report of The Finance Project presents an overview of eight initiatives that have overcome some of the barriers created by turf issues and rigid categorical funding streams by bringing funds together across programmatic lines to support the development of more comprehensive community-based services. Information is based upon telephone interviews with key contacts, review of documents provided by the contacts and a general literature review, and follow-up interviews with state or county staff. Following an introduction, the report describes four approaches to reform: (1) state support of local collaboratives; (2) state polling of out-of-home care funds; (3) state initiatives as locally driven; and (4) pooled funds for multi-agency children. The report follows with profiles of initiatives in Missouri, West Virginia, Virginia, Maryland, Iowa, California, Ohio, and Oregon which illustrate the above approaches to reform. The report maintains that the central strength of the initiatives is that they have provided opportunities for interagency collaboration, which help build interagency understanding and willingness to work together. Another strength of the initiatives is their appeal to ideologues on both ends of the political spectrum. The report concludes with a list of issues to be considered further. Three appendices include descriptions of other initiatives, contact information for the profiled initiatives, and a resource list. Contains 16 references. (KB)

ED 429 713 PS 027 537

Pryde, Paul, Jr.
Tax Strategies for Community Economic Development.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Community Planning; Economic Development; Financial Support; Government Role; *Public Policy; *Tax Allocation; Tax Credits; Tax Deductions; *Taxes
IDENTIFIERS- *Tax Incentives

Critical to the success of current efforts to reform and restructure education and other community supports and services to improve the lives of children and their families is the way in which they are financed. This report of The Finance Project focuses on ways of using tax policies to help build strong local communities that can support families in raising their children. The report lays out the key roles of taxes in local economic development, considers types of tax incentives (deductions, credits, deferrals, exemptions and exclusions) and their intended effects, and principles for using tax incentives wisely. The report concludes with some proposals designed to illustrate how tax incentives can be used effectively to promote community building and development. (KB)

ED 429 714 PS 027 538

Harrington, Robert; Jenkins, Peter; Marzke, Carolyn; Cohen, Carol
Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
PUB DATE- 98
NOTE- 65p.

Countries; Parent Attitudes; *Parent Child Relationship; Parent Role; Parents; *Peer Relationship
IDENTIFIERS- Disciplinary Styles; England (London); Nurturance; *Parenting Styles; Restrictiveness (Child Rearing); Victimization

This study explored the link between parenting style and different types of bullying behaviors. Data were collected from 196 students from 4 schools in London. The mean age of the subjects was 9 years, and the children were of various ethnic origins. Children were asked to nominate whether their peers took part in any of 20 difference types of behaviors related to 6 participant roles: (1) bully; (2) reinforcer; (3) assistant; (4) defender; (5) outsider; and (6) victim. Children were assigned a category based on their highest peer nomination. Children also completed a questionnaire to assess their perception of their parents' parenting style with regard to warmth, accurate monitoring, overprotection, punitiveness, and neglect. A subsample of 39 parents completed a questionnaire measuring parental warmth and restrictiveness. The findings revealed that 27 of the subjects were nominated as bullies, 15 were reinforcer bullies, 12 were assistant bullies, 86 were defenders of the victim, and 35 were victims. Reinforcer bullies scored significantly low on perceived parental warmth. Assistant bullies scored significantly high on perceived parental neglect. Victims scored significantly high on perceived punitiveness. Children nominated as reinforcer bullies also scored significantly high on perceived punitive parenting. Parents viewed themselves as significantly more warm than their children did. Parents of children nominated in the outsider role saw themselves as significantly more nurturant than parents of children in other roles. Parents of victims saw themselves as more restrictive than did parents of children in other roles. (Contains 13 references.) (KB)

ED 429 732 PS 027 594

Lin, Huey-Ling; Gorrell, Jeffrey; Taylor, Janet
Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Society (Washington, DC, May 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Cross Cultural Studies; *Cultural Differences; Cultural Influences; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Preservice Teachers; Secondary Education; *Teacher Effectiveness
IDENTIFIERS- Chinese People; Taiwan

This study examined preservice teachers' beliefs in light of potential cultural differences in perceived efficacy in Taiwan and America. Subjects were 240 preservice teachers at the beginning or the ending points of their teacher education programs in Taiwan and 231 comparable American preservice teachers. Subjects completed a revised version of the Gibson and Dembo (1984) teacher efficacy scale. Multivariate tests indicated that the preservice teachers in these two countries may have conceptually different expectations of teaching (e.g., parental support, social awareness, individual effort). However, efficacy beliefs of preservice teachers in these two countries showed a similar pattern regarding their capability

Assessment; Rural Education; *School Community Relationship; Secondary Education; *Special Education
IDENTIFIERS- Authentic Assessment; Native Americans

Project Leadership Excellence Achievement and Performance (LEAP) was designed to respond to the needs of gifted students enrolled in secondary schools in rural areas. This paper describes Project LEAP's implementation in four rural Oklahoma high schools with high American Indian enrollments and high percentages of low-income families and limited English proficient students. It demonstrates how the two major overarching outcomes of the project, authentic discovery and rural linkages, provide the framework and foundation for the project's success. Project goals are discussed along with specific indicators of success in the areas of collaboration, identification, curriculum development, and community/parent involvement. The project served over 120 high school students who were not currently identified or served by gifted programs; about 60 percent were Native American. Project LEAP provided students with individualized instruction and specially developed study units that responded to students' assessed strengths and interests and emphasized the language and culture of Native American participants. Project students demonstrated an overall increase in performance on the ACT/SAT scores. Project sites showed statistically significant increases in the number of students applying for college, and no student who applied was denied acceptance to college. Factors influencing the success of the project include authenticity in identification of participants (use of portfolio assessment), linkages between schools and community, superior qualifications of project personnel, and project administration by an interdistrict cooperative. Contains 11 references. (CDS)

ED 429 750 RC 021 900

Ehlers, Kristy; Montgomery, Diane
Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.
PUB DATE- 99
NOTE- 11p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Curriculum Development; Educational Environment; Elementary Secondary Education; *Gifted; *Individualized Instruction; Q Methodology; Special Education; Special Education Teachers; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Differentiated Curriculum (Gifted)

Differentiating instruction for diverse learners means planning and implementing curriculum based on each student's level of readiness. Appropriate curriculum development for gifted and talented students involves differentiation of content, teaching and learning strategies, and student products in a student-centered environment. A study used Q methodology to determine teacher perceptions of curriculum modification for students who are gifted and talented. Q methodology is used to describe subjective opinions about behaviors and compare the relative strengths of those behaviors according to the beliefs of any individual. Concourse theory was used to generate 48 statements about curriculum modifications for gifted students. Five general education teachers, two administrators, and ten

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Computer Assisted Instruction; *Computer Uses in Education; Cooperative Learning; *Databases; *Gifted; Higher Education; *Hypermedia; Instructional Innovation; Mentors; Peer Teaching; *Special Education; *Student Developed Materials; World Wide Web
IDENTIFIERS- *Web Sites

Intergenerational learning communities develop when learners from one class create materials that learners from later classes can use. If information for a class is collected and maintained in an electronic archive, each successive class, or generation, can use that material and build upon it. The compilation of documents results in a superdocument, the components of which can be integrated, cited, and linked to other internal documents via hyperlinks, allowing multiple orderings and perspectives based on the needs of users. Disciplinary web sites, such as for gifted education, use this practice to improve learning and motivation, develop resources, and encourage mentor partnerships. Three levels are recommended for a disciplinary Web site, with separate pages for beginners, intermediates, and advanced. A typical web site would include big theories, big questions, frequently asked questions, how to do research, links to related web sites, resources, future conferences, and search-and-help systems. Learners that work with fully functional discipline sites should develop the following processes: linking materials, integrating existing information, critiquing ideas, and reflecting on own progress. The site also provides an authentic audience for student products. (TD)

ED 429 767 RC 021 917

Bull, Kay S.; Montgomery, Diane; Overton, Robert; Kimball, Sarah
Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
PUB DATE- 99
NOTE- 11p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Learning; Higher Education; Hypermedia; Peer Evaluation; Peer Teaching; Portfolio Assessment; *Portfolios (Background Materials); *Preservice Teacher Education; Preservice Teachers; Student

Education; Rural Schools; *Self Efficacy; *Special Education; Special Education Teachers; *Teacher Competencies; *Transitional Programs

In the past decade, disappointing national outcomes have been reported regarding the transition of youth with disabilities to community and work environments. The transition outlook is even more dismal for rural youth with disabilities, in light of geographic barriers to special education service delivery, lack of jobs in rural areas, and rural shortages of qualified special education personnel. In addition, rural schools must not overlook the importance of educators' personal efficacy to the success of transition programs. Educators with a strong sense of efficacy can apply the professional skills and competencies needed for goal attainment. Generic skills needed to deliver instruction in transition programs are summarized, followed by the skills needed for special education service delivery in rural areas. Addressing the professional development needs of special educators is an important part of promoting effective rural transition practices. The first step in developing a rural transition program is formation of goals and related benchmarks for their achievement. With regard to personal efficacy, productivity measures for each goal lead to concrete knowledge of performance expectations and the application of professional capacity. Drawing on information about the regional population, professional staff, students, and local resources, rural transition teams may design a range of transition options. Besides meeting varied student needs, a range of options also increases the probability of good matches between service delivery needs and professional qualifications. Contains 19 references. (SV)

ED 429 783 RC 021 933

Nolan, Joe
Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *Parent Attitudes; Parent Participation; Parent Role; *Role Perception; Rural Urban Differences; School Personnel; *Special Education; *Teacher Attitudes; *Teacher Competencies; Teacher Responsibility; Teacher Role; *Transitional Programs
IDENTIFIERS- Texas

A survey examined the perceived roles and competencies of school personnel and parents involved in the transition planning process for special education students, and compared these perceptions in rural and nonrural areas. The study took place in two parts: first, a field study validated the questions in the survey instrument; second, the survey instrument was administered to 112 parents and education professionals in rural and nonrural Texas school districts. Examination of the perceptions of parents and professionals regarding their responsibilities during the transition process found that role confusion existed, thus hindering effective transition planning. No differences were found between rural and nonrural districts for perceptions of transition responsibilities or for

DESCRIPTORS- *Agricultural Education; *Experiential Learning; Field Trips; Foreign Countries; Instructional Innovation; Integrated Curriculum; Intermediate Grades; *Partnerships in Education; Program Descriptions; *Rural Education
IDENTIFIERS- Australia (Queensland)

Ag-Ed is an agricultural education project aimed at upper primary students, held in conjunction with the Toowoomba Show (similar to a county fair) in Queensland, Australia. The program achieves its purpose of helping children understand the impact and relevance that agriculture has on their everyday lives through two components, an Ag-Ed day and a teacher resource package. The Ag-Ed day component involves classes in interactive agricultural presentations on the first 2 days of the Toowoomba Show. Teachers from schools up to 250 kilometers away book their classes into 4 agricultural presentations from a list of 20. The 20-minute presentations are organized and conducted by industry representatives, who understand that they are providing an educational experience, not marketing their products. The teacher resource package contains 13 sections of information and activities that supplement the industry presentations. The material is designed for use by teachers in the classroom for lead-up and follow-up sessions. The material is reviewed and critiqued by industry representatives, and exposes students to the full scope of the business of agriculture. Teachers are provided with evaluation sheets so they can critique the package. The package is sent free of charge to 200 schools within a radius of 1.5 hours drive from Toowoomba, but it travels a good bit further as a result of word-of-mouth referrals. Winner of the 1997 Australian Rural Education Award, the program has been tremendously successful at providing an interesting, experiential, interactive curriculum. (TD)

ED 429 800 SE 061 869

Hren, Benedict J.; Bartolomeo, Nick; Hoskins, Zach
Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 29p.; For related document, see ED 424 192.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change Strategies; Citizen Participation; Community Change; *Conservation Education; *Environmental Education; Evaluation Utilization; *Futures (of Society); Information Needs; Measurement Techniques; *Popular Education; Quality of Life; *Sustainable Development
IDENTIFIERS- Environmental Awareness; Izaak Walton League of America; Stewardship; Washington (Seattle)

Many communities are trying to build sustainable societies, melding the wisdom of nature with culture, by undertaking various projects and initiatives. Although many projects may contribute to community sustainability, it is difficult to know which are most urgent or will be most effective. The purpose of this document is to introduce the concept of indicators of community sustainability as well as show how indicators can be used to measure progress toward community sustainability action plan goals, educate residents, and mobilize community members to join in community sustainability efforts. Since publication of the first edition of this booklet in 1995, the use of indicators to gauge progress toward sustainability has become

Georgia, 1,172 students enrolled in Grades 1 through 10 took these tests. An analysis of variance found a significant difference in the total mathematics achievement scores between genders F(1, 1171)=13.222, p .001 in favor of the female students. Additional analyses of variance revealed statistically significant differences in mathematics performance favoring females over males in the first grade F(1, 115)=8.785, p .005 and in the 4th grade F(1, 99)=11.821, p 0.002 . In all grades, except the second grade, the females' scores were higher than the males'. Explanations for this outcome are attributed to social issues including ethnic background, socio-economic status, and teacher-student relationships. Ethnic background and socio-economic status account for gender differences in achievement favoring females, and expectations and visible role models presented by the teachers could also affect performance in the students favoring females. When accounting for the social situations of this population, the findings are commensurate with previous studies done on this type of population. Contains 14 references. (Author)

ED 429 819 SE 062 380

Brueggeman, Gail; Clendenin, Donna
Mathematics. Rivers Curriculum Guide.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; *Equations (Mathematics); *Graphs; High Schools; Lesson Plans; Mathematics Activities; Mathematics Curriculum; Mathematics Instruction; *Statistics; *Water Quality
IDENTIFIERS- *Rivers

The Rivers Project at Southern Illinois University began in February, 1990 as a pilot program involving eight high schools along the Mississippi and lower Illinois River. The Rivers Project network has grown through the training of teachers from across the United States and Canada. With scientific literacy as the ultimate goal, students collect and analyze water samples from various test sites. The study of streams and water quality presents unique opportunities to apply to real-world situations many of the techniques students encounter in mathematics courses. This guide provides students with a chance to develop the math skills necessary for assessing scientific data. Students learn statistical methods and applications, scientific measurement, and quantitative analysis techniques using actual river data. Lessons on equation and formulas, graphing, and statistics are also featured. Readiness tests to help teachers determine which skills need to be covered or reviewed are included. (ASK)

ED 429 820 SE 062 381

Shymansky, James A.; Yore, Larry D.; Anderson, John O.
A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the National

race, or ethnicity, there is a difference in the mathematics and science education one receives. This differential is not affected by the number of students per teacher or even the number of computers in the classroom; rather, it is a direct result of the classroom environment and the content of science, mathematics, engineering, and technology (SMET) courses that reinforce our cultural stereotypes about suitable careers and occupations for girls. This booklet is a starting point for future growth in knowledge and practice of equitable pedagogy. (Contains names and contact information for resources in gender-fair practices.) (Author/ASK)

ED 429 839 SE 062 413

Critchfield, Sandra; Hall, Nora; Pittman, Deborah
K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Elementary Education; Functions (Mathematics); Lesson Plans; *Mathematics Activities; *Mathematics Instruction; Number Concepts; Patterns in Mathematics; Teaching Methods

The ability to use algebra in describing and analyzing real-world situations is becoming a basic skill for all students. The main focus of this book is on patterns, functions, and relationships. Information and ideas on how algebraic thinking can be developed in the years leading to a formal algebra course are included. K-8 teachers are offered a series of appropriate activities that will excite students about mathematics in general and algebra in particular. Activities, grouped by grades K-2, 3-5, and 6-8, are organized around the instructional process and include a list of necessary materials and background information for students and instructors. (ASK)

ED 429 840 SE 062 415

Sillman, Kathleen; Dana, Thomas
Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; *Metacognition; *Metaphors; *Science Teachers; Teaching Methods; Teaching Styles

The purpose of this research was to explore the usefulness of metaphor generation and analysis as a tool for reflection by prospective elementary teachers of science. An interpretive case study was conducted to investigate the changing beliefs of four prospective teachers about science learning and teaching. The main assertion that emerged from the analysis was learn but also how it was to be learned. Questions are raised about the literary forms and content the "wisdom" texts presuppose, imply, and entail for the learning and teaching processes. Some teaching and learning approaches are more suitable than others for these texts and are more likely to foster engagement with particular themes. For contemporary teachers to have an understanding of this style of teaching and learning an effort to determine why the "wisdom" teachers said and taught as they did is made. Contains an index of biblical references. (BT)

ED 429 862 SO 029 400

Holmes, Madelyn, Ed.
Teaching Civics.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Educational Television; *Ethical Instruction; High Schools; *Integrated Curriculum; Interactive Television; Middle Schools; Social Studies
IDENTIFIERS- Civic Values; United States Constitution

The goal of civic education should be to develop competent, responsible citizens whose words and actions uphold and enrich the constitutional democracy of the United States. Being a good citizen requires proper knowledge, skills, and dispositions. This forum offers five articles: (1) "Educating Responsible Citizens" (Ivor Pritchard; Stephanie Soper); (2) "Participatory Civics Education" (Madelyn Holmes); (3) "Building Civic Awareness through an Integrated Curriculum" (David W. Monaco); (4) "Educational Interactive Television That Works" (Mary O'Connell); and an excerpt from a book, (5) "Teaching Morality" (Ivor Pritchard). (BT)

ED 429 863 SO 029 409

Rogers, Linda K.
Geographic Literacy through Children's Literature.
PUB DATE- 97
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Elementary Education; Geographic Concepts; *Geography Instruction; Integrated Activities; *Interdisciplinary Approach; Language Arts; Map Skills; *Social Studies

This activity-centered approach to teaching geography to elementary students is based on children's literature. Methodologies for teaching the themes of geography involving children's books and stories are given. The book is organized into five chapters: (1) "Geographic Literacy in Curriculum" gives instructions for using the book and provides teaching resources and references; (2) "Location" offers teaching ideas experiences of fugitive slaves. This booklet is part of a National Park Service initiative to design research methods which address U.S. history in a more integrated, diverse, and complex way. Following an introduction, the booklet is divided into Part I Historic Context for the Underground Railroad; Part II Using Primary Sources: The Historians' Toolbox; and Part III Tracking Escape: A Case Study. It concludes with a narrative review of sources. (BT)

ED 429 881 SO 029 618

Chula, Marleyne
Adolescents' Drawings: A View of Their Worlds.
PUB DATE- 98
NOTE- 82p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; *Adolescents; *Childrens Art; Data Analysis; Elementary Education; *Experience; *Freehand Drawing; Junior High Schools; Middle Schools; Qualitative Research; *Student Reaction; *Visual Perception; World Views
IDENTIFIERS- Childrens Drawings; Interpretive Research; Symbolic Representation

This qualitative study investigated the medium of drawings as a methodological technique for visual data analysis. The study explored graphical symbols as an additional source for descriptive, interpretive inquiry. The design focused on gaining insight into the perceptions of adolescents' experiences as expressed by the visual narratives in their drawings. Written narratives and participant interviews provided additional information. Classroom teachers participated in teacher/researcher collaboration. Participants, 58 adolescents from two middle schools with contrasting socioeconomic and ethnic neighborhood characteristics, illustrated responses to four topics: self perception, personal achievement, inspiring teachers, and ideal future environments. Following content analytic procedures, the drawings were coded systematically and themes were inferred. Findings revealed that drawings are useful as a singular source of interpretive inquiry when symbols are descriptive and explanatory. When more than one drawing by an individual is examined, relationships between symbols can be interpreted to give a more complete picture of the individual's perceptions. When interpreting beyond what is visible and descriptive, other methodological techniques, such as narratives and interviews, are necessary to clarify ambiguous and vague symbols. Drawings are traditionally used in elementary schools to enhance conceptual understanding. This study showed that strategies for middle school instruction can be augmented with drawings as a technique to display understanding of learner knowledge. Further, as a tool for research in education, drawings can be used to gain insight into teacher instructional practices, learning environments, and the quality of teacher/student rapport. Contains 8 figures and extensive illustrations. (Author/BT)

ED 429 882 SO 029 643

Gifford, Nina
The Harlem Renaissance. A Unit of Study for Grades 9-12.
PUB DATE- 96

fundamental and specific but not exhaustive. School systems may include additional content standards and add implementation guidelines, resources, and/or activities. In response to the idea that the arts have intrinsic value and are worth experiencing for their own sake, the guide suggests that each art discipline appeals to different senses and expresses itself through the different media, and that each adds a special richness to the learning environment. Studies have shown that arts education in schools provides greater motivation to learn in all subjects, increases attendance rates for students and teachers, raises test scores including standardized achievement tests, engages students more fully in the learning process, gives teachers a sense of renewal and challenge, and develops higher-order thinking and problem-solving skills. Sections in the guide include dance, music, theater, and visual arts. Each section contains an introduction, a conceptual framework, content standards, resources, a bibliography, and a glossary of terms. Eight appendices contain information about audience behavior, performance behavior, arts-related careers and professional organizations, humanities course guidelines, laws and regulations relating to arts education, Alabama high school graduation requirements, and guidelines for local time requirements and homework. (BT)

ED 429 903 SO 030 600

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
PUB DATE- 98
NOTE- 172p.; For Alabama Art Education Standards, see SO 030 599.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Civics; Economics; Elementary Secondary Education; *Geography; *History; Law Related Education; Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Development; United States Government (Course)
IDENTIFIERS- *Alabama

This curriculum guide defines social studies as the integrated study of the social sciences and humanities to promote civic competence. A framework for the K-12 social studies program in Alabama's public schools is provided. The curriculum emphasis on civic responsibility will encourage students to become informed, responsible, participating citizens, and enable them to function well in both their private and public lives. Content standards in the guide are minimum and required, and fundamental and specific but not exhaustive. School systems may include additional content standards and add implementation guidelines, resources, and/or activities. The curriculum guide uses history and geography as the central disciplines, with the addition of specific core information and ideas from economics, law, and U.S. government interwoven into all courses to provide for the program goals of historic, geographic, political, and economic literacy. These program goals support the commitment to provide a curriculum that prepares all of Alabama's students to lead productive and independent lives. The guide presents an introduction to the course of study, the conceptual framework, position statements, directions for interpreting the minimum required content, and the minimum required content and overview for various subjects in kindergarten through second grade, for third and fourth grade, for fifth and sixth grade, for seventh trends. Given the diversity of the class, the construction of meaning in a multicultural education course is a complex, varied, and somewhat idiosyncratic process, as profiles of several students illustrate. Preservice teachers learned that the process of confirmation or disconfirmation is not simple. Preservice teachers seemed to grow more comfortable with it over time. Contains 19 references. (BT)

ED 429 924 SO 030 834

Stearns, Roz Estes
A Comparison of Education in China and the United States.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Cross Cultural Studies; Educational Research; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Technological Advancement
IDENTIFIERS- *China; Technological Demands; *United States

Instruction is affected in the People's Republic of China and in the United States in a world of changing technology. This paper examines methods used in the two countries, identifies common problems faced by both countries, and suggests alternative approaches for meeting technological challenges. The paper explains that both countries face problems such as a lack of qualified teachers, an increasing number of high-risk students in middle schools, students' lack of interest in studying subjects such as mathematics, and the growing number of unprepared students. The paper reviews studies that have been conducted and discusses findings relative to investigation of class size, lesson planning and teaching methods, class activities, problem solving, and entrance requirements. Contains 23 references. (Author/BT)

ED 429 925 SO 030 835

Boyle-Baise, Marilynne; Sleeter, Christine E.
Community Service Learning for Multicultural Teacher Education.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Elementary Secondary Education; Higher Education; *Multicultural Education; *Preservice Teachers; *Service Learning; Teacher Attitudes; *Teacher Education; Teacher Education Programs
IDENTIFIERS- Conceptual Models; Teaching Research

Teacher preparation for multicultural education centers around learning about cultural diversity, examining relations of power and inequality, and responding affirmatively to sociocultural differences in schools and classrooms. This paper suggests that community-based service learning is an important part of this process. The document explains that service learning complements the community-based approach, presents opportunities for interaction with diverse socio-cultural groups, and emphasizes reflection, which prods analysis of community-based concerns. Finding that the popularity of community service learning belies research, the paper contends that there is a strong need for research-based practice, especially at the college level. The paper considers three

(Student); Educational Change; Elementary Secondary Education; Student Needs; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Differentiation

This book offers a solution to teachers who work with students of diverse backgrounds, readiness and skill levels, and interests. The book describes a way of thinking about teaching and learning called differentiated instruction. Differentiated instruction means that teachers begin where students are rather than the front of a curriculum guide, and they accept and build upon the premise that learners differ in important ways. The 10 chapters focus on the following: (1) "What is a Differentiated Classroom?" (2) "Elements of Differentiation," (3) "Rethinking How We Do School--and for Whom," (4) "Learning Environments that Support Differentiated Instruction," (5) "Good Instruction as a Basis for Differentiated Teaching," (6) "Teachers at Work Building Differentiated Classrooms," (7) "Instructional Strategies that Support Differentiation," (8) "More Instructional Strategies to Support Differentiation," (9) "How Do Teachers Make it all Work?" and (10) "When Educational Leaders Seek Differentiated Classrooms." Three of the chapters describe actual lessons, units, and classrooms with differentiated instruction in action, examining elementary and secondary classrooms in nearly all subject areas to show how real teachers turn the challenge of differentiation into a reality. An appendix presents two models to guide differentiated instruction. (Contains 84 references.) (SM)

ED 429 945 SP 038 436

Chen, Yih-fen; Reeves, Carolyn
An Inquiry into Teacher Concerns in Taiwan.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Attitudes
IDENTIFIERS- Concerns Analysis; *Taiwan; Teacher Concerns Checklist (Parsons and Fuller)

This study identified concerns of teachers in Taiwan and contrasted concerns of these teachers with the 56 concerns which comprise the Teacher Concerns Checklist (TCC), Form B, developed in the United States. A total of 294 teachers (155 preservice teachers and 139 inservice teachers) completed a Chinese version of the Survey of Teacher Concerns. The survey asked for demographic information, provided a definition of teacher concerns, then asked what issues concerned them about becoming or being a teacher. Respondents listed their concerns according to level of concern. Data analysis indicated that there were a total of 149 areas of concern. Preservice and inservice teachers generated similar statements of concern in 53 areas, differing considerably in level of concern in six of the areas. Both groups were concerned about 18 areas not included in the TCC, mainly related to traditional Chinese culture, educational reform, personal welfare of teachers, and the contemporary societal environment in Taiwan. Teachers in Taiwan expressed concern about 18 areas contained in the TCC. Overall, teachers were highly concerned about too many the perceived problems of beginning teachers. Participants were Wisconsin beginning teachers, experienced urban teachers, and cooperating teachers. The participants received mailed surveys that investigated the extent to which they believed each of several areas were problems for beginning teachers. Participants also wrote in other comments and provided demographic information. Data analysis indicated that far more experienced cooperating teachers viewed beginning teachers as having more problems than did beginning teachers or teachers near the end of their beginning career stages. Wisconsin teachers and urban teachers ranked lack of spare time, burden of clerical work, and heavy teaching loads as the three greatest problems. All of those problems focused on limited time, whereas the three greatest perceived problems in Veenman's study focused on students (discipline, motivation, and individual differences.) The correlation between respondents' rank order of perceived problems and Veenman's rank order was negligible or negative for Wisconsin teachers and urban teachers, and slightly positive for cooperating teachers. This study indicates that although Veenman's work is important, it is not current and requires careful treatment. Ten tables present relevant data. (Contains 20 references.) (SM)

ED 429 965 SP 038 467

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle
Teacher Education Follow-Up Study, 1999.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Followup Studies; Higher Education; Preservice Teacher Education; Principals; Program Effectiveness; Student Teachers; Teacher Attitudes; Teacher Characteristics; *Teacher Education Programs; *Teacher Employment
IDENTIFIERS- *Central Missouri State University

This report represents the eighth Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teacher candidates, program graduates (undergraduate and graduate levels), and principals of teachers prepared by Central. Study results indicate that 79 percent of the previous year's graduating class secured full-time teaching positions within the state (as opposed to 58 percent for 1996-97 graduates). Central's teacher education graduates were employed in 177 of Missouri's 525 districts. Most students in the preservice program were female and white. Most of the first and second year teacher respondents planned on teaching 5 or more years from now. Teachers' top three areas of dissatisfaction in their current positions were salary/fringe benefits, level of support from parents and community, and opportunities for professional advancement. Fifty-eight percent of principals hiring Central's graduates who responded to the survey felt the teachers were strongly prepared for their current positions. The principals felt that methods used to evaluate teaching performance was the top area of dissatisfaction for teachers. The bulk of this report is survey materials. (SM) first section of the paper introduces the theoretical background and methodology of the study. The second section discusses collaborative research and teacher education in France. The third section discusses participatory evaluation of teacher education in France. The paper highlights two main trends: 1) making trainers and teachers benefit from an actual research project, which is useful for the university and the schools; and 2) making all involved parties concerned with the analysis and evaluation of activities. A final section discusses the possible impact of the evaluation on training and education. (Contains 46 references.) (SM)

ED 429 985 SP 038 494

Lucas, Katharina Fachin
Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Developmental Stages; Early Adolescents; *Females; Grade 6; Higher Education; Interpersonal Relationship; *Mentors; Middle School Students; Middle Schools

This study investigated the experiences of 10 sixth-grade girls and 10 female undergraduate students, paired during the 1997-98 school year, as they took on the role of mentor or mentee in a planned mentoring relationship. A sociocultural analysis explored processes occurring on the personal, interpersonal, and community level that shaped their mentoring experiences. Organized by the university, the mentoring program paired a total of 52 female sixth graders from six middle schools with 52 female undergraduate students in their second year of college for a weekly after school mentoring program hosted by the middle schools. The undergraduates also enrolled in a 2-semester undergraduate seminar which included reflective writing, discussion, and readings about mentoring, tutoring, communication skills, and studies of adolescent girls. The experiences of the pairs were documented through observations, interviews, written reflection papers, and log sheets. Additionally, the developmental stage of each participant was assessed in both the fall and the spring using the Subject-Object interview. A sociocultural and developmental analysis of the experiences of being a mentor or mentee was constructed. The study concluded that the type of support each person in a mentoring program needed in order to feel successful taking on different roles and developing a relationship with an assigned partner varied according to her developmental stage (early or late adolescence). (Contains 19 references.) (Author/SM)

ED 429 986 TM 029 218

Newton, Juliette Denson; Walker, Gwendolyn Holliman
A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
PUB DATE- 98
NOTE- 49p.; Education Specialist Research Report, Mercer University.

(doctoral students) with knowledge in the teaching of writing process and the use of hypermedia software. The study used an ex post facto design with a comparative component to examine the reliability and developmental validity of the WWYR rubric through percentages of agreements and Pearson correlations. Student achievement was also assessed through the Iowa Tests of Basic Skills (ITBS), and scores from the ITBS and the WWYR were positively correlated. Other reliability and validity analyses suggest that teachers may benefit from applying the WWYR assessment to their students' hypermedia productions. (Contains 7 tables, 3 figures, and 19 references.) (SLD)

ED 430 007 TM 029 720

Mott, Michael S.; Hare, R. Dwight
The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For the assessment report, see TM 029 719.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Software; Elementary Education; Elementary School Students; Evaluation Methods; *Hypermedia; Reliability; Test Construction; Test Format; *Test Use; Validity
IDENTIFIERS- Paper and Pencil Tests; Scoring Rubrics; *Writing What You Read

This study investigated the reliability and developmental and concurrent validity of the Writing What You Read (WWYR) rubric, an instrument originally designed for use with paper-and-pen-created narratives, for hypermedia productions of students in grades 2 and 3. Four teachers guided their students in a 3-month-long hypermedia/process writing curriculum. The 60 students created narratives in HyperStudies 3.1 on Windows-based computers. In addition to test elements, the narratives contained audio, video, graphic, and hyper-travel elements. Five raters evaluated the hypermedia narratives using the WWYR. Results indicate that, for WWYR values as classroom tool, rater judgments were reliable and valid. However, it is noted that, for WWYR usefulness in guiding educational policy, the reliability and validity issues need to be further evaluated. (Contains 1 figure, 7 tables, and 29 references.) (Author/SLD)

ED 430 008 TM 029 721

Wicker, Frank W.; Turner, Jeannine E.; Reed, JoyLynn H.; McCann, Erin J.; Do, Seung Lee
Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Expectation; *Grades (Scholastic); Higher Education; *Objectives; Prediction; *Student Motivation; Test Results

though student performance on standards is not directly tied to their performance in individual classes, teachers will naturally want to provide assistance to their students and will organize their classrooms accordingly. Teachers will usually choose the standards they will address in their classrooms. Direct approaches necessitate a change in classroom practice for teachers because the specific standards teachers must address are mandated. Section 2 considers indirect approaches, and section 3 considers direct approaches. Appendixes contain: (1) "Steps to Reasoning Processes"; (2) "Rubrics for Reasoning Processes"; (3) "Rubrics for Effective Communication Standards"; and (4) "Rubrics for Lifelong Learning Standards." (Contains 15 figures and 130 references.) (SLD)

ED 430 029　　　　TM 029 773

Yen, Shu-Jing; Schafer, William D.; Rahman, Taslima
School Effect Indices: Stability of One- and Two-Level Formulations.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Least Squares Statistics; *Measurement Techniques; Predictor Variables; *Reliability
IDENTIFIERS- *Hierarchical Linear Modeling; Maryland School Performance Assessment Program; *School Effects

This study evaluated the comparative stability and agreement of three approaches to calculating school effects given both student-level and school-level data. The approaches were hierarchical linear modeling (HLM), ordinary least squares (OLS), and weighted least squares (WLS). Analyses were conducted using data from the 1998 Maryland School Performance Assessment Program for 23,461 third graders and 21,226 fifth graders. A two-level model was used for computing HLM school effects with four student-level predictors used to predict achievement in level one, and the school size used in level two to predict the level-1 intercept. The dependent achievement measure in OLS and WLS analyses was the average student score across the six content areas of the assessment. In OLS five variables were used as predictors, at the school level only, and in WLS the same strategy was used except that the sampling variance of the dependent variable was estimated for each school and used as the weighting variable. For OLS and WLS studentized residuals were used as the school effects measure. Results of the analyses indicate that, from a practical perspective, and all other considerations being equal, the HLM approach should be used for school effects measures on the basis of stability. The use of either of the school-level models appears to be viable in the event that only school-level data are available. Reasons for the greater stability of the HLM approach are discussed. (Contains 5 tables and 10 references.) (SLD)

ED 430 030　　　　TM 029 774

Schafer, William D.; Swanson, Gwenyth; Bene, Nancy; Newberry, George
Effects of Teacher Knowledge of Rubrics on Student Achievement in

sample is available, the score reliability for the rest of the sample data rated by only one rater can be estimated both within the classical reliability theory framework, and within the framework of generalizability theory. As intuitively expected, score reliability for the data for which only one rater is used for scoring is always lower than the score reliability for the portion of sample data for which two raters are used. A sample of published studies is provided from difference disciplines that gives inter-rater reliability coefficients obtained from a small proportion of a sample. For this sample of published studies, by applying the method discussed in this paper, the estimated score reliability is given for the data rated by only one rater. (Contains 1 table and 20 references.) (Author/SLD)

ED 430 050 TM 029 794

Fan, Xitao; Ping, Yin
Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); *Goodness of Fit; High Schools; *Item Response Theory; Models; State Programs; Testing Programs
IDENTIFIERS- *Invariance; Large Scale Programs; Parameter Identification

This study empirically investigated the potential negative effect of item response theory (IRT) model-data misfit on the degree of invariance of: (1) IRT item parameter estimates (item difficulty and discrimination); and (2) IRT person ability parameter estimates. A large-scale statewide assessment program test database was used, for which the one-parameter IRT has poor model-data fit, and the three-parameter model has exceptionally good model-data fit. Three examinee sampling plans were used to investigating the effect of model-data misfit on the invariance of item parameter estimates, and two test sampling plans were used for investigating the effect of model-data misfit on the invariance property of IRT person ability parameter estimates. Overall, the results failed to confirm that model-data misfit in an IRT application is related to the invariance property of IRT item/person parameter estimates. Major limitations of the study are noted, and future directions are suggested. (Contains 1 figure, 7 tables, and 15 references.) (Author/SLD)

ED 430 051 TM 029 796

Pape, Stephen J.; Tittle, Carol Kehr
The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Obligations." (SLD)

ED 430 071 UD 032 916

The State of the Cities, 1998.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Class Size; *Disadvantaged Youth; *Economic Factors; Educational Change; *Educational Improvement; Elementary Secondary Education; High School Graduates; Housing; Low Income Groups; *Minority Groups; Poverty; Urban Areas; *Urban Problems; Urban Schools

This second annual report on the condition of U.S. cities outlines the challenges for cities if the United States is to reach its full potential in the 21st century. Data from many sources reveal three major findings: (1) cities are fiscally and economically the strongest they have been in a decade; (2) cities still face the triple threat of concentrated poverty, shrinking populations, and middle-class flight; and (3) cities face fundamental opportunity gaps in jobs, education, and housing. Urban schools are failing to prepare an alarming number of U.S. children to meet the challenges of the new high-technology economy, and minority children are paying the highest price. In addition, many urban schools have trouble recruiting and keeping teachers. Basic achievement is lagging, and there are low graduation rates in urban high schools. School violence is concentrated in large urban schools, and many urban schools are literally falling apart. Some suggestions are made for urban school reform, including linking schools and universities and improving school facilities through School Modernization Bonds. Reducing class sizes, attracting teachers, accessing the information superhighway, and expanding before- and after-school opportunities and opportunities for lifelong learning are all necessary for school improvement. An appendix contains highlights for cities from the 1999 federal budget. (Contains 20 exhibits.) (SLD)

ED 430 072 UD 032 920

Nettles, Saundra Murray; McHugh, Barbara; Gottfredson, Gary D.
Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 195p.; For previous reports, see ED 346 200 and ED 358 201.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Cross Cultural Studies; *Cultural Awareness; Demonstration Programs; Intergroup Relations; *Middle Schools; *Multicultural Education; Occupational Aspiration; Program Implementation; School Community Relationship; *School Restructuring; Social Integration; Tables (Data); Urban Schools
IDENTIFIERS- *Pittsburgh School District PA

This is the third report from the evaluation of the Multicultural Education Program in Pittsburgh (Pennsylvania), a major effort

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Arithmetic; College Mathematics; Community Colleges; *Mathematical Aptitude; *Mathematics Achievement; *Mathematics Education; *Prerequisites; Prior Learning; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

By measuring the performance of 62 students enrolled in a community college introductory algebra course, this study challenges the generally accepted assumption among mathematics instructors that mastery of arithmetic is necessary for the learning of algebra. Study subjects were 35% male, 74% Hispanic, 16% Black, 8% white, and 2% other. A pretest, consisting of 10 items designed to indicate minimum competency in computational arithmetic, was administered at the beginning of the semester, and the final exam was used as a posttest. Using analysis of variance, analysis of covariance, and a Pearson r calculation, no significant differences were found between three groups that received different types of instruction: (1) computer-managed instruction combined with individualized instruction in a math lab; (2) computer-managed instruction used in the classroom; and (3) a traditional class, used as a control group. The study concludes that the ability to perform well in computational arithmetic has little, if anything, to do with the ability to perform well in beginning algebra. As a result of this finding, it is suggested that community colleges combine the topics of arithmetic and beginning algebra into one integrated course that uses a "spiral approach." Contains 3 tables and 11 references. (CAK)

ED 429 658 PS 026 531

Chen, Shing-Jen, Ed.; Furutsuka, Takashi, Ed.; Shirotani, Yukari
Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
PUB DATE- 98
NOTE- 95p.; For 1995-1996 Annual Report, see ED 416 950.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Caregiver Speech; *Child Development; Child Rearing; Cognitive Development; Early Childhood Education; Eating Habits; *Emotional Development; Empathy; Family Relationship; Foreign Countries; Foster Care; Infant Behavior; Infants; Moral Development; Mothers; *Parent Child Relationship; Premature Infants; Young Children
IDENTIFIERS- China; Emotional Expression; Feeding; Japan; Negative Affect; Theory of Mind

This annual report discusses several topics related to the work of the Clinical Center for Child Development at Hokkaido University in Sapporo, Japan. The articles are: (1) "Other's Voice/Own Voice: (Re)production of Other's Voice and Its Apprenticeship in Japanese Young Children" (Shing-Jen Chen); (2) "Intersubjectivity during Bottle Feeding: How Mothers Talk to Their Premature Infants" (Jean Ashland); (3) "An Inquiry into Young Children's Development of Self through Emotional Communication with Their Family Members" (Yuko Kanaya); (4) "The Relation between Emotionality and Empathy-Related Responses in Japanese Young Children" (Nobuko Hoshi, Emiko Kusanagi, Shing-Jen Chen, Yoshinobu Takahashi); (5) "Masking of Negative Emotional Expression in 3-Year-Olds" (Yoshinobu Takahashi, Emiko Kusanagi, Nobuko Hoshi); (6) "Physical provide these caregivers with information about economic opportunities in the child care field; and (3) enhance community organizations' capacity to meet child care needs in their neighborhoods. In order to achieve project goals, a series of focus groups were conducted to gather information about caregivers. The findings were analyzed and developed into a curriculum to prepare staff of the community organizations to work with caregivers. The project served a total of 135 caregivers in three 6-month cycles. Registration and participation records from 37 caregivers and conversations with program staff provided data regarding caregiver characteristics in the following areas: (1) members of household; (2) marital status; (3) ethnicity, gender, and language spoken at home; (4) education; (5) paid jobs and income source; (6) training; (7) experience; (8) children in care; (9) duration of care; (10) relationship between duration of care and caregiver status; (11) attendance and discussion topics of support groups; and (12) outcomes of the program. In post-project interviews with six participants, the caregivers indicated that they had learned new information that affected the way they worked with children. (LBT)

ED 429 677 PS 027 386

Maccoby, Eleanor E.
The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
PUB DATE- 98
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Affective Behavior; Aggression; Behavior Change; *Behavior Development; Child Behavior; Childhood Attitudes; Childhood Interests; Childhood Needs; *Group Behavior; Peer Relationship; *Play; *Sex Differences; Sex Role; Sexual Identity; Sexuality; Social Development; Socialization; Young Children
IDENTIFIERS- Cross Sex Friendship; Cross Sex Interaction; Same Sex Friendship; *Same Sex Interaction; *Sex Segregation; Sexual Attitudes

This book seeks to explain how gender affects human development from infancy through adolescence and into adulthood. The book's introduction states the two theses of the book: first, gender differences appear primarily in group, or social, contexts; and second, gender differentiation can be understood only in a developmental context--the sexes diverge at certain stages of development, and converge at others. The book identifies a complex combination of biological, cognitive, and social factors that contribute to gender segregation and group differentiation. Childhood experiences in same-sex groups are shown to profoundly influence how members of the two sexes relate to one another in adulthood--as lovers, coworkers, and parents. The book is divided into three sections. The chapters in the first part, "Divergence in Childhood," are: (1) "Gender Segregation in Childhood"; (2) "The Two Cultures of Childhood"; and (3) "Cross-Sex Encounters." The chapters in the second part, "The Explanatory Web," are: (4) "What Needs to Be Explained"; (5) "The Biological Component"; (6) "The Socialization Component"; and (7) "The Cognitive Component." The chapters in the third part, "Convergence in Adulthood," are: (8) "Heterosexual Attraction and Relationships"; (9) "The Two Sexes in the Workplace"; and (10) "Men and Women as children. First graders were more likely to associate worry with sadness, while older children were more likely to associate worry with fear. (Contains 14 references.) (Author/KB)

ED 429 695 PS 027 509

Hirose, Taiko; Shinoki, Eri; Hamada, Yuko
Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Cross Sectional Studies; Cultural Differences; Foreign Countries; Infant Behavior; *Infants; *Interaction; Longitudinal Studies; *Mothers; *Parent Child Relationship; Parents as Teachers; Test Validity
IDENTIFIERS- Dyads; Japan; Maternal Sensitivity; United States

Mother-infant interaction creates a context for socioemotional, behavioral, and cognitive development. This study used the Nursing Child Assessment Feeding Scale (NCAFS) and the Nursing Child Assessment Teaching Scale (NCATS) to examine mother-infant interaction in Japanese dyads. Subjects were residing in Hikkaido, Japan, and assessments were obtained when infants were 13, 18, and 24 months of age. Comparative cross-sectional data were obtained from the Nursing Child Assessment Satellite Training database drawn from populations throughout the United States. Comparative analysis indicated major differences in the two samples, including age, marital status, education, parity, and ethnicity, with Japanese samples being more homogeneous. The variables that were predictive of NCAFS/NCATS scores were different for the two samples. Birth weight was predictive of Japanese scores, but was unavailable for the American sample. Mother's education and age, child's gender, and birth weight were important predictors for the Japanese sample. Changes in scores over time were demonstrated in the Japanese sample, there were fewer comparable age differences in the American data. It may be concluded that NCAFS/NCATS scores reasonably measure the quality of Japanese mother-child interactions, with further study warranted to assess the impact of different methods of observation, using larger sample sizes and controlling for demographic and geographical factors. (KB)

ED 429 696 PS 027 515

Cassidy, Jude, Ed.; Shaver, Phillip R., Ed.
Handbook of Attachment: Theory, Research, and Clinical Applications.
PUB DATE- 99
NOTE- 925p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Adults; Age Differences; *Attachment Behavior; Caregiver Child Relationship; Child Development; *Children; Cultural Influences; Developmental Psychology; Emotional Development; Emotional Disturbances; Emotional Problems; *Individual Differences; Longitudinal Studies;

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Community Programs; Computer Software; *Computer Software Development; *Cost Effectiveness; Delivery Systems; Efficiency; Information Management; *Integrated Services; *Needs Assessment; *Resource Allocation; Social Services
IDENTIFIERS- California; *Community Based Organizations; *Community Based Programming

Prominent among the new models of social service delivery are organizations providing comprehensive, community-based supports and services (CCBSS) to children and their families. A needs analysis explored CCBSS sites' interest in and readiness to use a software tool designed to help them make more effective internal resource allocation decisions and demonstrate the cost-effectiveness of comprehensive approaches to providing services to children and families. Based on data obtained from eight CCBSS sites in California, the analysis assessed three critical factors: (1) incentives for using such a system; (2) data inputs; and (3) information processing and staff capacity. The findings indicated that CCBSS sites perceived the need for and were interested in strengthening their cost accounting and decision support analysis capabilities. They anticipated growing demand for providing comprehensive, detailed outcome and service information as managed care and results-based budgeting become more prevalent. Computer information systems were found to be focused primarily on required accounting and billing functions. Information technology staff capacity was lean, not readily accessible to multi-agency sites, and likely not adequate for additional information processing tasks. Data from revenues, costs, services, and outcomes are necessary to perform the full range of analyses envisioned for the software. The analysis concluded that successful implementation of a cost account/decision support software system in the CCBSS environment will require building on existing incentives and capacity in the field and making new investments in information technology, data development, and staff capacity. (Author/KB)

ED 429 715 PS 027 539

Kamerman, Sheila B.; Kahn, Alfred J.
Privatization, Contracting, and Reform of Child and Family Social Services.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; *Children; Contracts; Family Programs; Health Maintenance Organizations; *Privatization; Program Effectiveness; Program Evaluation; Public Policy; *Social Services

Critical to the success of initiatives to reform and restructure educational and community services to improve the lives of children is the way in which they are financed. This report explores the movement toward privatization through contracting in managing, financing, and delivering child and family social services and provides a conceptual basis to inform efforts to improve practical models. The report synthesizes the state of knowledge in the area, defines and frames privatization and various contracting models, identifies relevant issues, examines the advantages and disadvantages of these approaches, and highlights examples that enhance understanding of to adjust to individual children. Findings suggest that, in both countries, preservice teachers' efficacy beliefs may be influenced by the context of their studies, by their increasing competence and experience as teachers, and by cultural perspectives. Contains 19 references. (Author/HTH)

ED 429 733 PS 027 595

Lin, Huey-Ling; Silvern, Steven B.; Gorrell, Jeffrey
Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; College Students; Comparative Analysis; Foreign Countries; Higher Education; Learning; *Preservice Teacher Education; *Preservice Teachers; Primary Education; *Student Attitudes; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Taiwan

This study compared the perceptions of Taiwanese preservice teachers at two different points in their educational experience. Participating were 298 preservice teachers who were completing either their first year or third year of a teacher training program. Subjects completed a questionnaire including open-ended questions examining their perceptions of their role as teachers, of ways that children learn, and of their relationships with children. Through the process of translating, sorting, coding written responses and analyses, the description of central beliefs was generated. Content analysis was used as the dominant mode of data analysis. Chi-square analysis was conducted to support claims of representativeness in conjunction with category analysis to provide a better understanding of preservice teachers' beliefs. The findings indicated that the two groups of preservice teachers shared some beliefs and that their beliefs became more integrated with experience. The value of patience and love had a pervasive influence in their perceptions as teachers, their images of classroom practice, and their relationship with students. Opportunities for student self-discovery were emphasized in views regarding learning. There were also qualitative differences related to some beliefs about teaching and learning. The main differences related to willingness to take responsibility for children's learning, conception of how teaching should be conducted, images of learning experience, integration of cognitive ability with social and culture learning, children's learning from experience, and the necessity of building relationships for teaching. (Contains 51 references.) (KB)

ED 429 734 PS 027 596

Lin, Huey-Ling; Gorrell, Jeffrey; Silvern, Steven B.
Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

teachers of gifted students completed Q-sorts of the statements under two conditions: their perceptions of their own actual instructional practices with gifted and talented students, and their beliefs about ideal practices for teaching gifted students. Results included three theoretical arrays of teacher beliefs: differentiating according to student academic needs; differentiating according to teacher practices; and differentiating according to process ideas and student practices. Contains 24 references. (CDS)

ED 429 751 RC 021 901

Lewis, Joan D.
Country Living: Benefits and Barriers for Gifted Learners.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; *Gifted; *Identification; Rural Areas; *Rural Education; Rural Schools; *Special Education; Teaching Methods
IDENTIFIERS- Differentiated Curriculum (Gifted)

Gifted and talented children have cognitive and affective characteristics that set them apart from their more typical classmates. These characteristics may be particularly problematic in rural areas where stability, traditional values, small schools, and self-sufficiency can be at once a barrier and a support. This paper discusses the characteristics, needs, and identification of gifted learners, as well as the barriers and benefits offered to them by rural communities. Rural students as a group have different educational and life experiences than their urban and suburban peers. As a result, gifted rural students may be underidentified by standardized tests with an urban bias. Identification and appropriate instruction of gifted rural females are also influenced by social bias and stereotypical expectations. Barriers to gifted education in rural areas may include limited school finances, lack of qualified educators, problematic grouping arrangements due to the small number of gifted students, and problems arranging time and place of instruction. Strengths of rural communities may include small class size, which can make individualized instruction easier. Programming strategies for rural schools must include differentiation of the regular curriculum for all gifted learners. Rural schools are challenged to keep in mind the unique characteristics of their communities. Sharing resources and making use of technology can help schools provide the variety of instructional options needed by gifted learners. Strategies such as curriculum compacting and tiered assignments are two ways to differentiate that are easy to manage with small numbers of students. Use of the Internet and a variety of on-line activities can broaden experience that may otherwise be limited in rural areas. Contains 18 references. (CDS)

ED 429 752 RC 021 902

Vanderslice, Ronna
Rural Hispanic Children and Giftedness: Why the Difficulty in

Evaluation; *World Wide Web
IDENTIFIERS- *Teacher Portfolios

Portfolios provide a means to represent excellence and variety in the work of one preparing to be a teacher. This paper reviews the implementation of portfolios with preservice teachers and describes appropriate electronic artifacts for inclusion in an electronic portfolio. Teaching portfolios are typically composed of artifacts, reproductions, productions, and attestations. Electronic portfolios can contain video, dialogues, simulations, links to references, and the interchanges of ideas in a chat room; they can be organized to be accessible in a searchable form; and they are useful in parallel problem solving. Portfolios can be used for student evaluation of personal learning, for program evaluation by showing the development of learners through their products to a team of evaluators, and for making archives for future generations of learners to build on. An electronic group portfolio developed by preservice teachers promotes reflection and discussion about what should be included, thus teaching cooperative activity and increasing social skills in a new medium. Group portfolios promote synergy and peer review, are a teaching device for both peer and teacher instruction, and support student choice. They are particularly appropriate for case studies, problem-based learning, and team teaching. Portfolio design is discussed, and techniques for capturing material electronically are presented. Links to web sites containing examples and references are interspersed throughout this document. (TD)

ED 429 768 RC 021 918

Cheney, Christine; Demchak, MaryAnn
An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Inservice Teacher Education; *Institutes (Training Programs); Low Incidence Disabilities; Mainstreaming; *Professional Development; Program Evaluation; Rural Schools; *Special Education; *Special Education Teachers; *Summer Programs; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Nevada; Teacher Networks

A 2-year followup evaluation was conducted with 1 male and 19 female rural Nevada regular and special education teachers and related service workers who had participated in two summer institutes on teaching practices for students with severe, multiple disabilities and students with emotional disturbances. Telephone interviews sought to determine the effectiveness of summer institutes as a method of providing information regarding low incidence disabilities. Six themes emerged in the area of professional impact: (1) information was implemented in classrooms; (2) long-lasting teacher support networks were established; (3) information was passed on to other school personnel and parents who did not participate in the institutes; (4) changes occurred in participants' philosophy and attitudes; (5) information was obtained on laws and extent of transition training provided to personnel. Although parents were highly aware of their responsibilities, education professionals had a different view of what those parental responsibilities were. Only administrators reported that they were adequately trained to fulfill their role in the transition process. Implications for delivery of transition services are discussed. Contains 18 references. (CDS)

ED 429 784　　　　RC 021 934

Tomblin, Mary
Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; Education Work Relationship; *Late Adolescents; *Learning Disabilities; *Low Income; *Quality of Life; Secondary Education; *Underemployment; *Work Experience; Young Adults; Youth Problems

Interviews were conducted with three learning disabled young people over a period of 8 years, beginning when they were in junior high school. The interviews reveal common themes related to the effects of a lack of vocational training and the inability to maintain adequate employment. Jerry experienced a pattern of temporary work followed by periods collecting unemployment benefits. Christy obtained only sporadic employment with pay so low that she could not live on her own. Jesse's skills were so low that he became discouraged by his low level of pay and refused to work for less than $10 per hour. He continued to live at home with his mother. The literature indicates that in 1990, the median hourly wage for adolescents with learning disabilities was $5.72, representing an annual income of less than $12,000. Only about 60 percent of working, learning disabled youth received medical insurance benefits or paid vacation. Although the employment rate for graduates with learning disabilities is respectable, a high percentage are employed part-time in low-status occupations. High percentages live with family. Contains 23 references. (CDS)

ED 429 785　　　　RC 021 935

Cates, Dennis L.; Smiley, Frederick M.
Multiple Disabilities: Is Rural Inclusion Possible?
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Multiple Disabilities; *Rural Education; Rural Schools; Severe Disabilities; *Special Education; Student Needs

This paper focuses on the difficulties faced by rural school widespread. This second edition revisits one of the United States' original indicator monitoring projects in Seattle, Washington, discusses the procedures used for developing a set of indicators for specific communities, outlines various types of indicators used, and shows how they are related to goal-setting processes. One section explains how to communicate indicator findings to the community. Appendices feature community sustainability principles, sample indicators, suggested indicator documentation, a glossary, and a resource list of publications and websites. (PVD)

ED 429 801 SE 061 943

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Algebra; Educational Technology; Elementary Secondary Education; Functions (Mathematics); Higher Education; *Mathematical Models; *Mathematics Curriculum; *Mathematics Education; Teaching Methods
IDENTIFIERS- *Representations (Mathematics)

Methods of effectively teaching algebraic thinking in elementary schools as well as secondary schools is the topic of the following 19 papers. Papers include: (1) "Transforming Algebra from an Engine of Inequity to an Engine of Mathematical Power by 'Algebrafying' the K-12 Curriculum" (J. Kaput); (2) "Developing a Coherent and Focused K-12 Algebra Curriculum" (E. Phillips); (3) "Enhancing Algebraic Reasoning with Technology" (G. Akst); (4) "Algebra for Everyone? With or Without Technology?" (M. Norman); (5) "How Might Technology Enhance Algebraic Reasoning?" (R. Zbiek); (6) "What Do We Know about K-14 Students' Learning of Algebra?" (J. Confrey); (7) "Algebra: What All Students Can Learn" (S. Williams and D. Molina); (8) "Improving K-14 Algebra Instruction: A Discussion of Teachers' Responsibilities and Students' Opportunities" (B. Moore-Harris); (9) "Capturing Patterns and Functions: Variables and Joint Variation" (G. Lappan); (10) "Functions and Relations: A Unifying Theme for School Algebra in Grades 9-12" (C. Hirsch); (11) "Middle School Algebra from a Modeling Perspective" (G. Kleiman); (12) "Why Modeling Matters" (L. Godbold); (13) "Modeling: Changing the Mathematics Experience in Postsecondary Classrooms" (R. Dance); (14) "Algebraic Structure in the Mathematics of Elementary-School Children" (C. Tierney); (15) "Structure in School Algebra (Middle School)" (M. van Reeuwijk); (16) "The Role of Algebraic Structure in the Mathematics Curriculum of Grades 11-14" (G. Foley); (17) "Language and Representation in Algebra: A View from the Middle" (R. Billstein); (18) "Teaching Algebra: Lessons Learned by a Curriculum Developer" (D. Resek); and (19) "The Nature and Role of Algebra: Language and Representation" (D. Hughes Hallett). (ASK)

ED 429 802 SE 061 985

Fraunholz, Wolfgang, Ed.
International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
PUB DATE- 98
NOTE- 0p.

Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Constructivism (Learning); Educational Change; Elementary Education; Hands on Science; Parent Participation; Science Activities; *Science Instruction; *Student Attitudes; Teacher Effectiveness
IDENTIFIERS- Iowa City School District IA; *Systemic Educational Reform

This study reports on the effects of a major reform initiative which was implemented in the Iowa City Community Schools District. The Science: Parents, Activities, and Literature (Science PALs) Project was launched in 1994 to reform the district's elementary science program. It was designed to increase teacher effectiveness by providing a comprehensive professional development program for improving science content knowledge and science content-pedagogical knowledge, to enrich the cross-curricular connections of the science units, and to promote meaningful parental involvement in science learning. Another goal of Science PALs was to move teachers towards an interactive-constructive model of teaching and learning that reflected a "middle-of-the-road" interpretation of constructivism. Data indicated that teachers involved in Science PALs used many constructivist and cross-curricular strategies that were detected by the science supervisor and perceived by the students. Parents also positively responded to their new roles as partners in learning. The program did not seem to consistently develop positive attitudes in students about science learning or improve student achievement in science. (Contains 17 references and 12 tables.) (WRM)

ED 429 821 SE 062 382

Giddings, Geoff J.
Influence of Culture and Home Environment on Science Learning.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Cultural Influences; *Educational Environment; Elementary Secondary Education; *Family Influence; *Family School Relationship; Foreign Countries; Mathematics Instruction; *Science Instruction
IDENTIFIERS- Australia; Third International Mathematics and Science Study

This paper has the potential for identifying and codifying the home learning environment and parental factors in a unique multicultural setting within Australian schools, and for the establishment of research-based initiatives for more effective collaboration between schools and parents. The Third International Mathematics and Science Study (TIMSS) revealed that home environment factors were thought to be strongly related to mathematics and science achievement in every TIMSS country. This result, in conjunction with Australian students coming from home environments and communities with widely different cultural practices, provides the basis for this "reflection through metaphor helped prospective teachers identify and actualize some of their beliefs about learning and teaching science, but the extent depended on their personal histories as science learners and their cooperating teachers." In light of this, it seems that if prospective teachers need to make their implicit beliefs explicit before they can consider learning theories and teaching strategies as presented within their teacher education programs, then they need to be encouraged to do so within reflection. To help prospective teachers make their implicit beliefs about teaching and learning explicit so those beliefs can grow and develop into consistent actions throughout their personal and professional careers, metaphor may be a useful tool for the kind of reflection that connects learning and teaching. Underlying this whole process of learning to teach science is the learning-to-teach environment as influenced by the cooperating teacher. Prospective teachers apparently need safe and supportive learning-to-teach environments where they can become confident to learn to teach science under the mentorship of cooperating teachers who understand contemporary perspectives on children's science learning as well as how prospective teachers learn to teach. (Author)

ED 429 841 SE 062 471

Curriculum Summaries, Second Edition.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Standards; Educational Resources; Elementary Secondary Education; *Mathematics Curriculum; Program Descriptions
IDENTIFIERS- NCTM Curriculum and Evaluation Standards

This document compiles information about 13 comprehensive mathematics curriculum programs that were developed specifically to address the recommendations of the National Council of Teachers of Mathematics' (NCTM) Curriculum and Evaluation Standards for School Mathematics. Three of the programs are elementary programs, five are for middle school, and five are geared towards high school. All of these programs were developed with support from the National Science Foundation (NSF). Each description includes a summary of the program, publisher contact, developer/implementation center, students materials, teacher materials, other support materials, current availability of curriculum materials, impact data complied to date, and web sites. Programs include: (1) Everyday Mathematics; (2) Investigations in Number, Data, and Space; (3) Math Trailblazers; (4) Connected Mathematics; (5) Mathematics in Context; (6) MathScape: Seeing and Thinking Mathematically; (7) MATHThematics; (8) Middle-school Mathematics through Applications; (9) Contemporary Mathematics in Context; (10) Interactive Mathematics Program (IMP); (11) MATH Connections: A Secondary Mathematics Core Curriculum; (12) Mathematics: Modeling Our World (ARISE); and (13) SIMMS Integrated Mathematics. (ASK)

ED 429 842 SE 062 472

Math Mountain Sampler.
PUB DATE- 99
NOTE- 35p.

for the study of absolute and relative location; (3) "Place" looks at the physical and human characteristics of place. (4) "Human-Environmental Relations" gives ideas for studying the earth as an environmental system and considers ethics and values relevant to its preservation; (5) "Movement" examines form and stimulus and global interdependence; and (6) "Regions" explores uniform, functional, and cultural perspectives of different regions. Each chapter includes titles and descriptions of children's books that can be used to teach and reinforce the concepts presented. Reproducible activity sheets are provided. An annotated bibliography of more than 160 children's books with suggestion for integrated language arts and geography activities is given along with a list of teachers' resources and indexes. (MM)

ED 429 864 SO 029 420

Frederickson, Karen; Bates, Duane; Lamb, Roberta
Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; *Curriculum Development; Curriculum Research; Foreign Countries; Higher Education; Models; *Music; *Music Education; Needs Assessment; *Teacher Effectiveness; Teacher Surveys
IDENTIFIERS- Ontario; *Queens University of Kingston (Canada)

A research project examined the music education curriculum of Queen's University (Kingston, Ontario, Canada) through a research model that provided adequate, broadly based evidence from diverse but relevant sources. The purpose was to evaluate the existing curriculum and then design and implement a revised curriculum that would be more effective and appropriate in both content and process. A committee devised a research plan to discover the factors used to determine a quality music education program and a quality music educator. This concept of teacher training integrates at least three theories of curriculum: (1) competencies (musical and teaching); (2) human traits; and (3) social skills. Researchers chose mixed-methods strategy to frame the research. A Needs Assessment Survey was sent to a randomly selected group of elementary and secondary school music teachers, principals, and faculty of music education in Ontario (Canada) universities. Responses from electronic brainstorming sessions and post-session interviews held at Queen's University Executive Decision Centre were added to qualitative data from the survey. There were 247 surveys returned. Personal skills rated most important were interpersonal communication, leadership, and respect for others. Teaching skills rated most important were effective classroom management skills, the modifying of teaching strategies, and using a variety of teaching methods. Musical skills rated most important were sharing appreciation for other arts, aural skills, and teaching music by thinking creatively. Results of this preliminary report form a basis for exploring the remainder of the data. Contains 10 tables of data and 52 references. (BT)

ED 429 865 SO 029 421

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Black Culture; *Black History; *Black Literature; Class Activities; *Cultural Context; Cultural Enrichment; Curriculum Enrichment; High Schools; *History Instruction; Learning Activities; Social Studies; *United States History; Units of Study
IDENTIFIERS- African Americans; *Harlem Renaissance; National History Standards; New York (New York)

This teaching unit represents a specific "dramatic moment" in history that can allow students to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative. Studying a crucial turning point in history helps students realize that history is an ongoing, open-ended process, and that the decisions they make today create the conditions of tomorrow's history. This unit is about the Harlem Renaissance. The Harlem Renaissance is part of the post-World War I cultural upheaval that found all of U.S. society trying to come to terms with the shift from a rural way of life to an urban and industrialized one. The unit can be taught after studying World War I or as a transition to the era of the Great Depression and the New Deal. The unit is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. Within the unit are teacher background materials that provide an overview of the entire unit and the historical information and context necessary to link the "dramatic moment" to the larger historical narrative. Lesson plans include a variety of ideas and approaches. An extensive bibliography contains 7 items about painting and sculpture, 13 poem citations, 12 articles and maps, and 7 recording dates. (BT)

ED 429 883 SO 029 644

Arevalo, John; Drake, James; Sesso, Gloria; Vigilante, David
Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; *Conflict; Foreign Countries; *History Instruction; Learning Activities; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- Manifest Destiny; *Mexican History; Mexican War; Mexico; National History Standards; Regional History; *United States (Southwest); United States (Southwest)

This teaching unit represents a specific "dramatic moment" in history that can allow students to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative. Studying a crucial turning point in history helps students realize that history is an ongoing, open-ended process, and that the decisions made today create the conditions of tomorrow's history. This unit is about the historical episode called the "Duel of Eagles." The Duel of Eagles took place in the Southwest between 1820 and 1848. The guide presents the period from the opening of Spanish grade, for eighth and ninth grade, the ninth grade-twelfth grade social studies program, and for other ninth, tenth, eleventh, and twelfth grade materials. Appendices contain Alabama high school graduation requirements, and guidelines and suggestions for local time requirements and homework. A bibliography concludes the guide. (BT)

ED 429 904 SO 030 602

Arkansas Social Studies Curriculum Framework 1997.
PUB DATE- 97
NOTE- 21p.; For other Arkansas Curriculum Frameworks, see SO 030 603-606.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Cultural Awareness; Elementary Secondary Education; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

This framework contains six instructional strands. Each strand has a content standard and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The strands for students to understand are: (1) "Interdependence," how people, cultures, and systems are connected; (2) "Continuity and Change," how ideas, events, and conditions bring about change over time; (3) "Cultural Perspectives," the commonalities and diversities among individuals, groups, and institutions; (4) "Scarcity and Choices," how limited resources necessitate decision making; (5) "Cooperation and Conflict," how differing values and opposing goals can result in conflict, which requires tolerance and cooperation for resolution; and (6) "Citizenship," how students demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society. (BT)

ED 429 905 SO 030 603

Arkansas History Curriculum Framework 1997.
PUB DATE- 97
NOTE- 17p.; For other Arkansas Curriculum Frameworks, see SO 030 602-606.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Cultural Awareness; Elementary Secondary Education; *History; *History Instruction; *Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

This framework contains six instructional strands. Each strand has a content standard and cumulative student learning expectations for grades K-3, grades 4-6, and grades 7-12. The strands for students to understand are: (1) "Interdependence," how Arkansas people, cultures, and systems are connected; (2) "Continuity and Change," how ideas, events, and conditions in Arkansas change over time; (3) "Cultural Perspectives," the related questions fundamental to community-based service learning for multicultural education: (1) why is community-based learning important to multicultural teacher education?; (2) how can it be combined with service learning in the preparation of teachers?; and (3) how do preservice teachers interpret community-based service learning in the context of their preparation to teach? Responses of 117 prospective teachers to community-based service learning develops a conceptual framework that describes these responses, and discusses implications for multicultural teacher education. Contains 35 references. (Author/BT)

ED 429 926 SO 030 856

Eagan, Julianne; Freitas, Kevin
Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; High School Seniors; High Schools; Instructional Innovation; *Service Learning; *Social Studies; *Student Participation; Student Projects; Teacher Developed Materials; Units of Study
IDENTIFIERS- *Community Ties

A critical exploration of the meaning and function of community is the focus of this curriculum unit. It is proposed that students develop projects that are designed to contribute to a community in which they are involved, positing that the leadership and networking skills these students develop over the course of the semester provide them with confidence and direction for the adult world they are about to enter. The unit presents a course overview, student objectives, methodology and assessment materials, a section on student projects and whole class activities, final student presentations, a section on course content, notes for the teacher on how to teach the course, and a contemporary problems project list. (BT)

ED 429 927 SO 030 857

Lea, Tricia J.
Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; Middle Schools; *Service Learning; *Social Studies; *Student Participation; Student Projects; Teacher Developed Materials; Units of Study
IDENTIFIERS- *Quilting; *Womens History

This curriculum unit is part of a larger unit on women's history that allows students to explore the many ways that history has been recorded, including quilting. The unit teaches students how women used quilts as their pens to record issues of their time. Students then connect this to their own lives by expressing contemporary issues through a quilt square. The unit continues with students volunteering to sew quilt squares together to provide a community quilt that is then donated to a instructional duties; students' morals and behaviors; students' academic grades; students' safety; having proper and enough instructional equipment; instructional materials not being appropriate; students' attitude toward learning; communication with parents; and having opportunities for inservice training and/or advanced study. The survey of teacher concerns and areas of concern identified by teachers are appended. (Contains 23 references.) (SM)

ED 429 946 SP 038 437

Pouliot, Louisette
A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Attitude Change; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; *Grade Repetition; Kindergarten Children; Preschool Teachers; Student Promotion; *Teacher Attitudes
IDENTIFIERS- Quebec

This study used a double method approach to examine Quebec kindergarten and elementary school teachers' beliefs about grade retention. The research combined a quantitative approach, in which 227 teachers responded to a questionnaire, with a qualitative study of a selected sub-sample of 12 teachers holding opposite beliefs about grade retention. Analysis of the questionnaire data indicated that teachers at all grade levels believed that retention was an acceptable school practice and an effective means of preventing students from facing daily failure in the next higher grade. Most teachers believed that retention did not harm students' self-concept, though they were not sure about this effect on students in higher grades. The interviews offered an explanation of the persistence of teachers' beliefs about retention. The results found that beliefs were rooted in the culture of the school curriculum. Those who believed in retention felt that schools should reach the goal of instruction rather than global development of all students. They believed that programs should remain the same for all students, and groups of students should be formed homogeneously. They had a tendency to use summative rather than formative evaluation. (Contains 20 references.) (SM)

ED 429 947 SP 038 438

Moore, Chris
Teacher Thinking and Student Diversity.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Context Effect; *Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Attitudes; Teacher Effectiveness; Teacher Expectations of

ED 429 966 SP 038 468

Improving Service into the 21st Century. A Strategic Plan for the Teacher Retirement System of Texas 1999-2003.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Higher Education; Public Schools; *Retirement Benefits; State Government; State Legislation; Teacher Employment Benefits; *Teacher Retirement; Teachers
IDENTIFIERS- Texas

This report presents the Teacher Retirement System of Texas's (TRS's) strategic plan for teacher retirement in the state of Texas for the years 1999-2003. The mission of the TRS is to deliver retirement and related benefits authorized by law for members and their beneficiaries and to prudently invest and manage the assets held in trust for members and beneficiaries in an actuarially sound system. Section 1 of this report presents State of Texas Strategic Elements (state vision, mission, and philosophy regarding education and teaching). Section 2 discusses Internal and External Assessment at TRS: Legislative and Historical Framework, Agency Mission and Philosophy, Core Competencies, Major Challenges, TRS Organizational Structure, Membership Base, Legislative Impact, Fiscal Attributes, Resources, Technological Developments, Summary Statement, TRS Contributions to Texas Priority Goals, and Accomplishments and Commitments. Section 3 presents TRS Strategic Goals (including objectives and strategies). The four appendixes present the Strategic Planning Steering Committee, the TRS strategic planning process, projections of outcomes for 5-year planning horizon, and performance measure definitions. (SM)

ED 429 967 SP 038 470

Ackley, Blaine C.; Arwood, Ellyn L.
The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Catholic Schools; Elementary Secondary Education; Graduate Study; Higher Education; *Objectives; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness
IDENTIFIERS- University of Portland OR

This study investigated whether there would be a relationship between teacher candidates' pre-admission goal statements and their subsequent performance as intern teachers. Researchers examined graduate-level preservice teachers' personal motivations and interests in applying to be teachers with the Alliance for Catholic Education (which is based on faith, teaching, and service and offers 2 years of intern teaching

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement Tests; *Correlation; *High School Students; High Schools; *Mathematics Tests; Prediction; Standardized Tests; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *Georgia High School Graduation Test; *Tests of Achievement and Proficiency

The purpose of this study was to determine if there is a correlation between a high school student's score on the Tests of Achievement and Proficiency (TAP) and the same student's score on the Georgia High School Graduation Test (GHSGT) in the area of mathematics. Student test scores were secured from 182 students at a middle Georgia high school in mathematics for both tests. The study reveals that a significant relationship does exist between the mathematics scores on these tests. Therefore, the results of the TAP mathematics test are predictive of the results of the GHSGT mathematics test. Appendixes contain TAP and GHSGT skills and objectives and tables of correlations for each student. (Contains 2 tables and 23 references.) (SLD)

ED 429 987 TM 029 650

Calkins, Lucy; Montgomery, Kate; Santman, Donna
Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Adapted from "A Teacher's Guide to Standardized Reading Tests. Knowledge Is Power" by Lucy Calkins, Kate Montgomery, and Donna Santman, Portsmouth, New Hampshire: Heinemann.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; Elementary School Students; Reading Skills; *Reading Tests; *Standardized Tests; *Teaching Methods; Test Coaching; *Test Wiseness
IDENTIFIERS- ERIC Digests

This Digest lists some of the common mistakes made by young readers and suggests teaching strategies that may be useful to teachers who are preparing their classes to take standardized tests. Children must learn to use the text to pick the answer, rather than relying on memory, especially when the story is a familiar one. Teachers can help students learn to look through the text and can provide practice opportunities with easy or familiar text in a format that resembles that of the test. Teachers can also help students create a context for words that may be on a test by relating those words to their own experiences. Learning to read the questions accurately is important, as is practicing choosing the answer based on the true meaning of the questions. Teachers should also advise students not to overlook an answer choice because it contains an unfamiliar word. Students can also be taught to check their answers without reviewing every single response. In addition to teaching students these strategies, teachers need to set a positive tone for the day of the test. (Contains four references.) (SLD)

IDENTIFIERS- *Optimism

Consistent with prior research, expected performance on a midterm examination decreased for 48 college students as the test approached in time, as did grade-level goal and perceived adequacy of effort, although indices of goal value and of motivation to achieve the goal remained constant. Changes were generally monotonic across three occasions. These data implicate test proximity and overestimation of future effort as influences on academic expectations that seem worthy of more attention by teachers. They may reflect a tacit student strategy of changing goal levels in order to maintain desire in the face of declining expectations. Also the influence of expectancy and two types of value on motivation seemed to vary with proximity to an examination. Results support the importance of expectancy-value variables but also indicate the complexity of their contribution to classroom motivation. (Contains two tables and eight references.) (Author/SLD)

ED 430 009 TM 029 722

Jones, Lyle V.
The Assessment of Student Achievement: The Hundred Years War.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Cover title varies slightly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Decision Making; *Educational Assessment; Educational History; Elementary Secondary Education; National Surveys; Standardized Tests; *Test Use
IDENTIFIERS- *High Stakes Tests; *National Assessment of Educational Progress; Tyler (Ralph W)

The use of achievement tests for high-stakes decision making is discussed, and some comments are made about Ralph Tyler's contributions to educational assessment and what has resulted from them. The assessment war was raging more than 100 years ago, as historical records of testing student achievement demonstrate. Ralph Tyler, in the 1960s, did his best to bring about a truce in the assessment war by inventing the term "assessment" and suggesting that the focus be on the educational attainments of large numbers of people. The National Assessment of Educational Progress (NAEP) advocated by Tyler called for the assessment of a sample of students, each of whom took only a fraction of the exercises, and none of whom received an individual score. Over the past 30 years these objectives have just barely survived. Among other changes, scores are imputed for each child, and these are averaged for any specific subgroup. Many changes in the NAEP have been supported by psychometric considerations, but some have compromised Tyler's vision by supporting pressures for reported scores for school districts, schools, classrooms, and individual students. Many of the problems evident as testing stakes become higher are identified. It is shortsighted to accept test scores as the ultimate criterion of the benefits of education, and more appropriate criteria must be developed. Some attachments illustrate historical controversy over assessment. (Contains four references.) (SLD)

ED 430 010 TM 029 723

Four Content Areas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Biology; Civics; Constructed Response; Educational Assessment; English; High School Students; High Schools; *Knowledge Level; Mathematics; Scoring; *Secondary School Teachers; Student Attitudes; Student Evaluation; *Teacher Role; Test Construction
IDENTIFIERS- *Scoring Rubrics

The hypothesis that enhanced knowledge of assessment rubrics by teachers and thus by students results in improved student achievement was studied in the context of the development of mandatory high school assessments for the Maryland State Department of Education. Rubrics were under development to score constructed-response items in the content areas of English, biology, mathematics, and government. Each of the state's 24 local education agencies was represented for 2 or 3 content areas. Forty-six pairs of teachers provided data. Half (the experimental group), received training in the state's Core Learning Goals, instructional strategies, and the use of rubrics as instructional tools. The remainder (control group), did not receive training. Data analyzed were effect sizes by form by item type within teacher pair. Results provide some empirical support for instructional uses of rubrics. Support was strongest for constructed-response items in biology, but was also seen for selected-response and constructed-response items in algebra. Neither positive nor negative effects were seen for English or government. Whether positive effects remain at the same levels across different types of rubrics remains for additional study. An appendix contains the generic rubrics. (Contains two tables and eight references.) (SLD)

ED 430 031 TM 029 775

She, Hsiao-Ching; Fisher, Darrell L.
The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Communication (Thought Transfer); Feedback; Foreign Countries; *Junior High School Students; Junior High Schools; Qualitative Research; Reliability; Science Education; *Teacher Student Relationship; *Test Construction; *Validity
IDENTIFIERS- Taiwan

The purposes of this study were to describe the validation of a new instrument, the Teacher Communication Behaviour Questionnaire (TCBQ) and to show its use in assessing students' perceptions of their interactions with their teachers by focusing on their teachers' communicating behaviors.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; College Faculty; Cooperation; Curriculum Development; Elementary Secondary Education; Evaluation Methods; Higher Education; *Mathematics Education; Peer Evaluation; Program Evaluation; *Science Education; *Teacher Education
IDENTIFIERS- City University of New York; New York University

The New York Collaborative for Excellence in Teacher Preparation (NYCETP) is a project jointly undertaken by five college campuses of the City University of New York and New York University to enhance teacher education and to design and develop mathematics and science content and education courses for students preparing to be teachers. Over the first 3 years of the collaborative, the faculty development activities that involved cross-campus and cross-discipline collaboration occurred in large conferences, workshops, curriculum working groups, and through case studies. Formative evaluation has focused on facilitating faculty development, providing baseline data on courses, documenting change within the Collaborative courses, developing peer reviews of course documents, and to a lesser degree, assisting faculty in end-of-year course evaluations. Case studies of the Collaborative courses have been an important part of the ongoing evaluation, and an outline has been developed to guide faculty members in writing case studies. Evaluation of the CETP is important for both funders and evaluators. Both funders and evaluators are interested in careful review of project proposals and early warning systems for potential problems. Evaluators may have a more consultative function, but funders, who have responsibility to a broader constituency, may need to serve more as judges. Four appendixes contain a self-study guide, a related glossary, a campus peer review summary table, and the case study outline. (Contains 1 table and 26 references.) (SLD)

ED 430 052 TM 029 797

Barton, Paul E.
Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Achievement Tests; Educational Assessment; Educational Change; Educational History; Educational Trends; Elementary Secondary Education; *National Competency Tests; Political Influences; *Standardized Tests; *Standards; Teacher Role; *Test Use
IDENTIFIERS- Curriculum Alignment; Exit Examinations; Value Added Model

This report starts with a quick review of the beginning of standardized testing in U.S. schools and the reasons for growing reliance on testing. It summarizes the recent promising trends and suggests how testing for accountability could be less intrusive and provide better information about achievement in schools. The proposal for a voluntary national test is examined, and an alternative is offered in view of the political stalemate in which the proposal is mired. The most promising development on the horizon, setting content standards and aligning curriculum and assessment to them, is described in to address racial and ethnic diversity in a middle school. Section 1 of the report provides background on the multicultural education movement and the aims of the Pittsburgh program. Section 2 describes the status of the program's challenges, presenting information on program implementation based on information from students, staff, and parents who are participants in the demonstration program. The third section describes the levels of implementation achieved and the implications of development to date. Seven program components have been developed to address the challenges of multicultural education: (1) conflict resolution; (2) cultural awareness; (3) learning and teaching styles; (4) cooperative learning; (5) multicultural curriculum; (6) parent and community involvement; and (7) elimination of tracking. The evaluation found mixed results at the Prospect Center, the school at which the program was implemented, but substantial progress was made at the district level. Multicultural education continues to be a priority for the Pittsburgh Public Schools, but the responsibility for change resides mainly in the individual schools. An appendix contains a policy statement on multicultural education, and student, staff, and parent surveys. (Contains 13 figures and 32 tables.) (SLD)

ED 430 073 UD 032 924

Wong, Kenneth K., Comp.; Meyer, Stephen, Comp.
An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Expectation; *Federal Legislation; Low Income Groups; Program Development; *Urban Schools; Urban Youth
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Improving Americas Schools Act 1994 Title I; Reauthorization Legislation

The largest single federal investment in schooling, Title I of the Elementary and Secondary Education Act (P.L. 103-382) has provided supplementary resources to schools with large numbers of low-income students throughout the past three decades. In 1994 the program was reauthorized according to the Improving America's Schools Act (IASA), which carries with it a number of revised legislative expectations even as it increases the number of schools eligible to operate schoolwide programs. The new legislation expands opportunities for schools operating schoolwide programs to integrate their services, strategies, and resources to reform their entire educational programs. This document provides an overview of the legislative intent and expectation of the Schoolwide Program Provisions of the IASA. Summary statements are given in shaded boxes, and these statements are followed by questions that administrators, teachers, and other school staff can use to reflect on their activities in the context of what is expected by the legislation. Information on basic programs and procedural

Characteristics and Food-Intake in Japanese Young Children" (Yukari Shirotani, Masahiro Horiuchi, Kiyoshi Moriya); (7) "The Relations of Children's Narratives about Hypothetical Situations to the Contemporaneous Empathy-Related Responses and the Future Moral Development"(Emiko Kusanagi, Nobuko Hoshi, Yoshinobu Takahashi); (8) "'Jiyang': Long-Term Nonparental Child Rearing in China" (Dahui He, Shing-Jen Chen); and (9) "Toward a Sympathetic Propensity Theory of Mind" (Shigeru Nakano). Each article contains references. (KB)

ED 429 659 PS 026 549

Raphael, Doris; Weisman, Douglas
How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Business Administration; Caregiver Child Relationship; Caregiver Role; Child Care Occupations; Early Childhood Education; Educational Environment; *Family Day Care; Nutrition; Planning; Program Development; Safety; Small Businesses
IDENTIFIERS- Day Care Licensing; Day Care Quality; Parent Caregiver Relationship

Being a family day care provider is work that requires professional responsibilities and attention to the physical, emotional, and educational well-being of children; listening and responding to parents; and running a business. This videotape, in English- and Spanish-language versions, explores the elements involved in starting up a family day care operation. Following an overview of what is involved in starting and operating a quality family day care, sections of the video explore the following: (1) "Starting Out," including matters to consider when making the decision to become a provider and organizational aspects of the child care business, such as a business plan; (2) "Research, Rules and Regulations," including benefits of licensing in some states and additional resources for planning; (3) "Planning, Health and Safety," covering planning the child care space and safety precautions; (4) "Atmosphere," including behavior guidelines and positive discipline; (5) "Transitions," at drop-off and pick-up time as well as between day care activities; (6) "Daily Schedule," including routines as well as special celebrations and field trips; (7) "Nutrition," covering benefits of the Federal Food Program; (8) "Policies," detailing items to cover in a parent booklet; (9) "Parents," outlining various ways to communicate with parents; (10) "Business," with suggestions for keeping accurate records and for marketing; (11) "Systems," such as central management for finances and marketing as well as professional support; (12) "Accreditation," detailing an evaluation by the National Association for Family Day Care; (13) "Training and Education," suggesting types of training materials and degree programs; and (14) "Rewards," exploring the personal satisfaction of providing family day care. The viewer's guide (in English), accompanying the video, outlines the script of the video. (HTH)

ED 429 660 PS 026 880

Parents." The book concludes with an overview. Contains 499 references. (AMC)

ED 429 678 PS 027 398

The Child Care Center Licensing Study, 1999.
PUB DATE- 99
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Compliance (Legal); *Day Care; *Day Care Centers; Early Childhood Education; Educational Legislation; State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Childrens Foundation DC; Day Care Licensing; *Day Care Regulations; District of Columbia; Licensed Programs; Puerto Rico; *Regulatory Agencies; Regulatory Evaluation; State Policy; Virgin Islands

This report compiles findings of a survey of the child care regulatory offices of the 50 United States, the District of Columbia, Puerto Rico, and the Virgin Islands. The report begins with an introduction, definition of terms, and a question and answer summary. The bulk of the report is organized in alphabetical order by state or territory, and contains the licensing and regulatory data for each entity in the following 28 categories: (1) number and definition of regulatory programs; (2) regulations; (3) complaint procedures; (4) staff; (5) child documentation policy; (6) discipline policy; (7) environmental policy; (8) regulatory process subcontracting policy; (9) swimming pool policy; (10) drop-in child care; (11) overnight care programs; (12) school age care programs; (13) subsidized programs; (14) local contacts; (15) requirements; (16) unannounced inspection policy; (17) staff qualifications; (18) staff training; (19) child immunization policy; (20) emergency medical consent policy; (21) national life safety fire code; (22) smoking policy; (23) transportation policy; (24) infant care policy; (25) programs for children with disabilities; (26) sick child care programs; (27) reporting child abuse and neglect; and (28) new or pending legislation. (SD)

ED 429 679 PS 027 406

Levy, David L., Ed.
Speak Out for Children, 1997-1998.
PUB DATE- 98
NOTE- 85p.; For 1995 issues of this newsletter, see ED 405 967. For 1996 issues of this newsletter, see ED 410 064.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; *Child Custody; *Child Support; *Child Welfare; *Childrens Rights; *Divorce; Family Problems; Legislation; Parent Child Relationship; Public Policy
IDENTIFIERS- *Visitation Rights; Welfare Reform

"Speak Out for Children" is the quarterly newsletter of the Children's Rights Council, Inc. (CRC), a children's rights and family preservation advocacy group. The feature articles for these four issues track the progress of the access/visitation grants included in the welfare reform legislation; the grants are to help establish and administer programs to support and facilitate non-custodial parents' access to and visitation of

Measurement Techniques; *Parent Child Relationship; *Parents; Personality; Psychological Patterns; Psychopathology; Psychotherapy; Public Policy; Research Needs; Significant Others; Theories
IDENTIFIERS- Ainsworth (Mary D); Attachment Disorders; Bowlby (John); Security Classifications; *Security of Attachment

The theoretical work on attachment behavior by John Bowlby and Mary Ainsworth spawned one of the broadest, most creative lines of research in twentieth century psychology. This volume compiles articles discussing attachment theory and research, measurement issues, and contributions of recent theoretical and empirical developments to the study of attachment relationships and personality development. Articles in section 1, "Overview of Attachment Theory," provide an updated primer on the theory, including discussions of the constructs of attachment and internal working models, normal development, effects of attachment disruptions in, and individual differences. Articles in section 2, "Biological Perspectives," stem from Bowlby's reliance on ethology and primate research in theory development and include discussions of how attachment theory fits with other evolutionary biology and psychology theories, attachment-related processes in rats and in primates, and the use of psychophysiological assessment techniques. Articles in section 3, "Attachment in Infancy and Childhood," review empirical research on patterns of attachment in infancy and childhood, while those in section 4, "Attachment in Adolescence and Adulthood," review studies of attachment patterns in adolescence, examine bonds between adult lovers and marital partners, discuss same-sex romantic relationships, and examine the Adult Attachment Interview. Articles in section 5, "Clinical Applications of Attachment Theory and Research," discuss contributions of attachment theory/research to clinical work, focusing on psychopathology and contributions to specific forms of therapy. Articles in section 6, "Emerging Topics and Perspectives," provide a sampling of the wide array of areas into which attachment theory and research are being extended, including caregiver-child relationships, cultural influences, bereavement, the exploratory behavior system, religion, and public policy. Each chapter contains references. (KB)

ED 429 697 PS 027 516

Prinsen, Bert
Community Based Support Programs and Primary Prevention.
PUB DATE- 97
NOTE- 8p.; Paper presented at the ISPCAN Conference on Child Abuse (4th, Barcelona, Spain, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; *Community Involvement; *Community Programs; Community Support; Disadvantaged Youth; Foreign Countries; Health Programs; Health Services; *Poverty Programs; Preschool Education; Prevention; Program Descriptions; *Program Effectiveness
IDENTIFIERS- Ireland; Netherlands; *Program Characteristics; Tennessee

This paper discusses the characteristics of three community-based early childhood care and development support programs: the Community Mothers Program of Dublin, Ireland; the Maternal and Infant Health Outreach Workers Program of Tennessee; and the Mothers Inform Mothers Program of the Netherlands. The paper contracting practices. Following an introduction defining privatization, the report provides a historical overview of the privatization of social services. Three major contracting models--purchase of service contracting, managed care, and network contracting--are discussed, and advantages and disadvantages explored. The report notes that although scholars continue to debate privatization, administrators take it as a given and are interested in how to contract well. The report concludes that four developments in the social services field are converging, with potentially major consequences for child and family social services: (1) change in the locus of service delivery, leading to the use of purchase of service contracting; (2) a change in social service delivery models, increasingly stressing community-based rather than residential services; (3) a change in child welfare service delivery, emphasizing maintenance of children at home; and (4) a change in financing, stressing flexible and pooled rather than categorical funds. Contains 74 references. (KB)

ED 429 716 PS 027 540

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Family School Relationship; *High Risk Students; *Parent Participation; Parent School Relationship; Program Evaluation; *School Effectiveness; *Teacher Effectiveness
IDENTIFIERS- Elementary Secondary Education Act Title I

This document presents the proceedings from the Lightspan Achieve Now Education Summit, a gathering of educators held to discuss effective education programs for children in Title I schools. Presentations were given by educators who have implemented educational models featuring a strong set of varied instructional strategies and support systems aligned to local standards and assessments, cooperative and individualized learning for students, and important roles for teachers, students, and parents. The presentations were as follows: (1) "Introduction" (James Marshall); (2) "Designing a Successful Districtwide Title I Program" (Gloria Gallegos); (3) "What is Lightspan Achieve Now and Why Does It Work?" (Bernice Stafford); (4) "Implementing Lightspan Achieve Now in Title I Programs to Extend Learning and Facilitate Family Involvement" (Larry Vaughn and Doris Fassino); (5) "If Schools Account for Thirty Percent of Test Score Variation and Families Account for Seventy Percent, Then What is a Hundred Percent Solution?" (Dale Mann); (6) "Lightspan Achieve Now Supports Effective Reading Strategies" (Jay Blanchard); and (7) "Lightspan's Comprehensive Approach to School Reform" (Richard Fairley). (KB)

ED 429 717 PS 027 541

Barr, Rachel
The Role of Siblings in the Development of Imitation.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999). Research supported by a grant from the Foundation of Research, Science, and Technology of New Zealand.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Early Childhood Education; Foreign Countries; Higher Education; *Preservice Teachers; Teacher Attitudes; Teacher Education Programs; *Teacher Role; Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- Chinese People; Taiwan

This study examined the patterns of Taiwanese early childhood preservice teachers' professional beliefs about teaching and learning. The instrument included six open-ended questions that examined preservice teachers' perceptions of their roles as teachers, of ways that children learn, and of their relationships with children. Participants were 298 preservice teachers who were completing either their first or third year of a teacher training program. The study aimed primarily at description or conceptualization of central beliefs and interrelationships among them. Content analysis and the grounded theory method were the predominant mode of data analysis. The data suggest that preservice teachers' beliefs can be conceptualized and organized systematically. Their beliefs can be divided into three categories: goals for which the teacher is responsible, a deep commitment to teaching, and enhancing self-cultivation in which students are responsible for their own learning. Interrelationships among teacher role, images of classroom practice, ways children learn, the reasons for schooling, children's needs from teachers, and the relationship between teachers and students were constructed by the researchers. The study shows that teacher education in Taiwan plays a major role in preserving, broadening, and strengthening Chinese educational beliefs. Contains 62 references. (Author/HTH)

ED 429 735 PS 027 604

Lythe, Cathy
Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
SPONS. AGENCY- Ministry of Education, Wellington (New Zealand).
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Day Care; *Early Childhood Education; Educational Attainment; Employed Parents; Family Environment; *Family Income; *Family Structure; Foreign Countries; Interpersonal Competence; *Parent Attitudes; Parent Background; *Parents; *Preschool Children; Preschool Education; School Choice; Telephone Surveys
IDENTIFIERS- Day Care Selection; Family Activities; New Zealand; Preschool Selection

This telephone survey examined the early childhood education (ECE) experiences, home experiences, and home resources of near-5-year-olds in New Zealand, as identified by their parents. Participating were 767 New Zealand families in Wellington and Porirua, a sample selected to be comparable to those selected in other longitudinal studies. The main findings of this study follow. Around 60 percent of mothers were in paid employment. Family income was related to the number of parents employed and occupations, and children in sole-parent families were more likely than others to be in low-income households. Most parents reported four kinds of family activities, with family income and mother's educational level associated with different

Identification?
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; Ethnic Bias; *Gifted; Gifted Disadvantaged; *Hispanic Americans; *Identification; Intelligence Quotient; *Rural Education; Rural Schools; Special Education; *Test Bias

This paper discusses problems related to identification of gifted Hispanic children in rural areas. While the federal definition of giftedness is subscribed to by most states, local districts tend to seek and find White, middle-class academic achievers. One problem associated with identification of gifted minorities is that the research and literature on minorities has focused more on deficits than on strengths. Obstacles to identification include language differences, inappropriate use of I.Q. information, differences in home and cultural backgrounds, effects of poverty, limited out-of-school educational experiences, and racial or ethnic bias. In assessing student abilities, it is essential to understand that each instrument or procedure measures only one of many facets. Measures that go beyond academic achievement must be used to find students whose abilities are not indicated by tests and school performance. Three major types of educational adaptations for the gifted Hispanic student are suggested: counseling to help students caught between conflicting cultures, the building of self-knowledge, and the development of meaningful curriculum adaptations. Six suggestions are listed to help parents, counselors, and teachers work successfully with culturally diverse gifted learners. Contains 26 references. (CDS)

ED 429 753 RC 021 903

Cruzeiro, Patricia A.; Morgan, Robert L.
Mentoring: A Collegial Partnership.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; *Mentors; Professional Development; *Rural Education; Seminars
IDENTIFIERS- Chadron State College NE; Nebraska (West)

This paper describes the Entry Year Assistance Program (EYAP), a mentoring program for novice teachers, offered by the School of Education at Chadron State College (Nebraska). The program supports beginning teachers who are geographically isolated in Nebraska's panhandle. A discussion of the theoretical basis for teacher mentoring includes guidelines that can be used to ensure support for neophyte teachers. EYAP is an example of a policies related to special education; and (6) participants were frustrated in attempting to make building-level changes upon returning to their schools. The concentrated nature of the institutes appealed to participants, and half the participants reported that grant funding enabled their attendance. The most common factor that would influence participation in future institutes was the topic. Other factors included logistical factors and earning recertification credits. It is noteworthy that participants were able to describe specific strategies and materials being implemented on the job 2 years after the institutes. A particularly valuable outcome of the summer institutes was the formation of lasting networks of professionals that could call on each other for information, resources, or support. The interview protocol and participant comments are included. (TD)

ED 429 769 RC 021 919

Demchak, MaryAnn
Facilitating Effective Inclusion through Staff Development.
SPONS. AGENCY- Nevada Univ., Reno.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; High Schools; Higher Education; *Inclusive Schools; Mainstreaming; Preservice Teachers; *Program Effectiveness; *Regular and Special Education Relationship; *Rural Schools; Staff Development; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Nevada

A middle school and a high school in rural Nevada participated in a project with the University of Nevada to develop a model for training staff in the successful inclusion of students with disabilities. Project participants included all 23 teachers and 3 assistants from both schools, 4 university students in teacher education programs, the district director of special education services and personnel, and a university professor. The university students rotated between two functions: serving as substitute teachers to allow monthly collaborative meetings between the special education and regular education teachers, and participating in the collaborative meetings, thereby gaining educational as well as practical experience. The professor facilitated the collaborative meetings and three inservice training workshops. Questionnaires and interviews indicated that the benefits for regular education teachers included bringing isolated staff closer by sharing common problems and having time to deal with individual students' concerns. Special education teachers felt that regular education teachers gained a greater awareness of special education issues and that the joint problem solving that occurred in collaborative meetings resulted in students being better served. The administrator thought the project provided an easily replicated model. The teachers and administrator both felt the outside influence provided by the professor was advantageous in terms of providing information and assisting with brainstorming. The university students felt that the information provided to them through project participation differed from that obtained in university classes and better districts in their efforts to serve children with severe multiple disabilities. Both historic and contemporary views on mainstreaming and inclusion of students with multiple disabilities are presented. Concerns of educators about the inclusion of such students center around the amount of time required to ensure appropriate inclusion. Suggestions offered include the use of student-centered learning approaches such as cooperative learning, holistic approaches to reading and language instruction, and curricular modification. Mainstreaming advocates believe that special education teachers require in-depth training and extensive support. Suggestions for rural schools include: (1) computer applications utilizing Internet, e-mail, and distance learning; (2) team teaching interactions at both the elementary and secondary levels; (3) peer tutoring and service education (experiences in volunteerism) of mainstreamed public school students who can assist their special education counterparts; (4) collaboration between nondisabled and disabled students in after-school activities; (5) involvement of faculty in nonschool activities; (6) working relationship with community medical and health care professionals; and (7) professional educators serving as an integral part of family support systems. Contains 14 references. (CDS)

ED 429 786 RC 021 936

Jager, Brenda K.
Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; Geographic Isolation; Labor Turnover; Professional Isolation; *Rural Areas; *Rural Education; *Special Education; *Teaching Conditions; *Visual Impairments; Visually Impaired Mobility

This paper provides background information on the nature of rural communities and examines factors that influence educational services for students with visual impairments in these communities. Characteristics that are most often mentioned in defining rural areas are lack of public transportation, distance from a metropolitan area, size of nearest city, density of population, and environmental features such as lack of sidewalks. Rural communities demonstrate vast differences in topography and population density, ranging from isolated Alaskan bush villages to clusters of small towns in New England. Factors that influence educational services to visually impaired rural students include: (1) difficulties in recruitment and retention of teachers; (2) isolation of teachers and related stress; (3) lack of environments appropriate to teaching mobility concepts; (4) school district efforts to meet student needs; and (5) isolation of the student with visual impairment. Rural areas may lack preservice and inservice opportunities for teachers; salaries may be low; and teachers may not be prepared for a rural environment. Technological advances such as e-mail and cellular telephone

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100),Numerical/Quantitative Data (110)
DESCRIPTORS- Algebra; Calculus; *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Geometry; *Graphing Calculators; Higher Education; *Mathematics Instruction

This CD-ROM contains the lectures, abstracts, workshops, and posters of all participants in the Third International Conference on Technology in Mathematics Teaching (ICTMT 3). Various topics on teaching mathematics with technology are reviewed and some software and demos are also included. Main talks focus on such topics as graphing calculators, mathematics and technology, probability, mathematical patterns, and the teaching and learning of mathematics. (ASK)

ED 429 803 SE 061 999

Thompson, Virginia; Mayfield-Ingram, Karen
Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
PUB DATE- 98
NOTE- 280p.; "Cover illustrated by Ann Humphrey Williams."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Elementary School Mathematics; *Mathematics Activities; Mathematics Instruction; Middle Schools; *Number Concepts; *Parent Participation; Resource Materials; Secondary School Mathematics; *Standards; Thinking Skills

This book is the third in a series of family math books whose aim is to involve parents and their children in middle school mathematics. All the activities contained in this guide are based on the National Council of Teachers of Mathematics (NCTM) Standards, and most activities involve several integrated math concepts rather than isolated skills. This book focuses on algebraic reasoning and number sense. There are 31 activities on algebraic reasoning and 29 activities for number sense. A chapter on parent advocacy that provides a framework for families to make informed decisions about their children's math future is included. A list of resources for additional information is also featured. Contains 28 references. (ASK)

ED 429 804 SE 062 014

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Conservation Education; Ecology; Educational Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Library Services; Music Education; *Reference Materials; School Libraries;

recent study. The study combined qualitative (interview and case study techniques) and quantitative (questionnaire and Likert-type instruments) methods. Results indicate that when students found that the manner in which things were learned at home clashed with their school-based learning experiences, they found their school a somewhat confusing experience. Secondly, students who revealed that they had a high respect for authority saw their preferred classroom environment as being one which is characterized by higher affiliation, teacher support, and order/organization compared to those who had a lower respect for authority. The outcomes of this research relate specifically to each of the key stakeholder groups--students, teachers and parents. Sensitive quantitative and qualitative data collected on how students and their parents perceive the learning environments at home and at school can be an essential base for the development of any innovative framework of new strategies and structures to be implemented by teachers and parents. (Contains 36 references.) (CCM)

ED 429 822 SE 062 383

Chin, Chi-Chin; Tuan, Hsiao-lin
What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Facilities; Foreign Countries; History; *Knowledge Base for Teaching; Mathematics Instruction; *Museums; Nonformal Education; Science Instruction; Science Teaching Centers; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- Taiwan

This study investigated the changes that occurred in the knowledge and attitudes of a group of science and mathematics teachers (n=38) who took a museum education course. The course contained lectures and discussions on the rationales and strategies of museum education. The students also learned about the history of museum development in Taiwan and visited the science museum. Qualitative methods were used for collecting and analyzing the data. Findings indicate that although the National Museum of Natural Science played an important role in allowing the teachers to construct meaningful museum experiences, the participants still held many misunderstandings about the museum. After taking the course, the teachers were more oriented to in-depth rational thinking about issues related to museum education. Participants also critically compared formal and informal science learning environments and indicated that they planned to use aspects of the museum education course in their own teaching. (Contains 10 references.) (Author/WRM)

ED 429 823 SE 062 384

Tuan, Hsiao-lin; Chin, Chi-Chin
What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Mathematics; Elementary Secondary Education; *Mathematics Activities; Mathematics Instruction; *Problem Solving; *World Wide Web

Math Mountain is a special section on the Comprehensive School Mathematics Program (CSMP) web site just for kids. It features challenging problems for primary and intermediate grade students. This booklet contains problems featured in Math Mountain over the past year and can be used as a source of additional problems to challenge students or to spark student interest in mathematics problem solving on the Web. (ASK)

ED 429 843 SE 062 487

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Activities; *Mathematics Education; *Number Concepts; *Relevance (Education)
IDENTIFIERS- *Landmarks; National Council of Teachers of Mathematics

The World's Largest Math Event (WLME) 4 is the National Council of Teachers of Mathematics' (NCTM) celebration of mathematics and mathematics education and is the highlight of Mathematics Education Month. This year's event is slated for April 30, 1998 with the theme "Landmarks: Seeing the World by Numbers". This theme encourages students to consider famous man-made structures and the numbers and mathematical concepts associated with them including distance, weight, volume, and cost. This document features 12 activities related to this theme that can be chosen by teachers on April 30, 1998--or any other day--to investigate with their students. Contains 23 references. (ASK)

ED 429 844 SE 062 493

Principles and Standards for School Mathematics: Discussion Draft.
PUB DATE- 98
NOTE- 335p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Research; Educational Technology; Elementary School Mathematics; Elementary Secondary Education; Equal Education; Mathematics Activities; *Mathematics Curriculum; *Mathematics Instruction; Preschool Education; Secondary School Mathematics; *Teaching Methods

This document represents the next step by the National Council of Teachers of Mathematics (NCTM) in its efforts to ensure quality, indicate goals, and promote positive change in mathematics education for grades pre-K-12. Following an introduction in Chapter 1, Chapter 2 elaborates on six guiding principles for school mathematics instructional programs. An overview of the 10 standards is provided in Chapter 3, followed

Tonso, Karen L.
Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Engineering Education; Field Studies; Higher Education; Learning Theories; Participant Observation; *Student Behavior; *Teamwork; Theory Practice Relationship
IDENTIFIERS- Academic Discourse Communities; *Design (Engineering); Identity Formation; Learning Environments; *Situated Learning

Engineering is the application of scientific and engineering principles to site-specific, real-world problems. However, engineering education tends to focus on abstract, decontextualized, generalizable knowledge and learning tasks. Research was done to find out the results of adding out-of-class, real-world courses to the conventional engineering education program. The real-world courses provided opportunities for students to gather information from clients, and apply scientific, mathematical, and engineering principles to specific situations. The research followed three different design courses over four semesters. Participant observation field notes were collected and students and faculty were interviewed. The findings propose that an adequate theory of learning must include both micro- and macroscopic features of learning, relations of power, knowledge of real-world and academic practices, and ways to think about learning settings. Learning settings should be viewed as large systems with historical, social, and cultural entrenched ways of promoting one version of reality at the expense of others. Contains 4 tables, a figure, and 24 references. (BT)

ED 429 866 SO 029 422

Pang, Nicholas Sun-Keung
Organizational Cultures of Excellent Schools in Hong Kong.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Organizational Effectiveness; *School Culture; Secondary Education; *Secondary Schools; Teacher Surveys
IDENTIFIERS- *Exemplary Schools; Hong Kong; *Organizational Culture; Organizational Research

Currently school organizations are under pressure to achieve excellence. There is no exception to this pressure in the schools of Hong Kong. Research into organizational cultures of excellent schools in Hong Kong is seeking evidence for others striving for excellence. Excellent schools are defined as few schools that have many aspects that outweigh their counterparts to a great extent. This study adopted an "etic" view on

Texas to Anglo-American colonization in the early 19th century through the Treaty of Guadalupe Hidalgo in 1848, and chronicles a half-century of conflict between Mexico and the United States. The unit is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. The unit contains teacher background materials that provide an overview of the entire unit and the necessary context, as well as lesson plans with student resources that include a variety of ideas and approaches. Contains an 8-item selected bibliography. (BT)

ED 429 884 SO 029 688

Kempf, Stephanie
Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
PUB DATE- 97
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Colonialism; Foreign Countries; *Global Approach; *Hunger; Learning Activities; Middle Schools; *Poverty; Secondary Education; Social Action; Social Studies; Units of Study; World Problems
IDENTIFIERS- *Community Service; Food Production

This manual engages young people in the task of helping save their less fortunate peers from hunger and starvation. The activities give students the knowledge to take action on the causes of hunger and their capacity to change the world. Global hunger, caused by the economic and social forces that result in a billion people going to bed hungry on a planet that produces more than enough food is a mystery to most adults. Explanations of global hunger are usually too simple and often wrong. The manual is based on the belief that children can be helped to understand the real causes of hunger and learn to change them. Each lesson leads the student through exercises that teach such things as the pain of hunger, the importance of food, the inequitability of its distribution, the curious lack of relationship between hunger and population density, and the links between poverty, hunger, joblessness, and homelessness in the U.S. and elsewhere. Throughout the lessons, students are asked to read and write, calculate and analyze, role play, and figure out solutions to the problems of global hunger. The manual contains 25 lessons and is divided into three units: (1) "What Is Hunger?"; (2) "Why Are People Hungry?"; and (3) "What Can We Do to Help End Hunger?" (BT)

ED 429 885 SO 029 717

Curtis, Liz
The Great Irish Famine.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Area Studies; *Colonialism; *European History; *Food; Foreign Countries; *Political Issues; Secondary Education; *Social Problems; Units of Study
IDENTIFIERS- English History; *Famine; Great Britain; Ireland;

commonalities and diversities among individuals, groups, and institutions in Arkansas; (4) "Scarcity and Choice," how the resources of Arkansas necessitate decision making; (5) "Cooperation and Conflict," how differing values and opposing goals can result in conflict for the people of Arkansas, which requires cooperation for resolution; and (6) "Citizenship," how students demonstrate an understanding of ideals, rights, and responsibilities of participating in a democratic society within Arkansas. (BT)

ED 429 906 SO 030 604

Arkansas Visual Arts Curriculum Framework 1997.
PUB DATE- 97
NOTE- 10p.; For other Arkansas Curriculum Frameworks, see SO 030 602-606.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; Elementary Secondary Education; Individual Development; Interpersonal Communication; *Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives; Student Reaction; *Visual Arts
IDENTIFIERS- *Arkansas

This framework contains two instructional strands: (1) "Creating"; and (2) "Reflecting/Responding." Both strands have content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The content standards contained in strand one state that students will: (1) communicate their own ideas and feelings through the use of a wide variety of media, processes, techniques, and tools, applying their knowledge of the visual arts; (2) use a wide variety of media, processes, techniques, and tools to make connections between the visual arts and interpersonal relationships; and (3) explore relationships to natural and man-made environments through the use of a wide variety of media, processes, techniques, and tools of the visual arts. The content standard for strand two states that students will be able to reflect and respond in regard to their art work, the art work of others, and the environment as a stimulus/receptor of art. (BT)

ED 429 907 SO 030 605

Arkansas Dance Curriculum Framework 1995 (Draft).
PUB DATE- 95
NOTE- 17p.; For other Arkansas Curriculum Frameworks, see SO 030 602-606.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Dance; *Dance Education; Elementary Secondary Education; Movement Education; *Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

This framework for dance contains three instructional strands.

community center for display. Students also are encouraged to provide a special housewarming gift for a woman moving from a shelter to her own home. The unit contains an overview and rationale, a content section, a list of objectives, lesson plans, and a section on the evaluation of the quilting project. (BT)

ED 429 928 SO 030 889

Velis, Jean-Pierre
Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
PUB DATE- 99
NOTE- 37p.; Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Females; Foreign Countries; *Laotians; *Literacy Education; *Minority Groups; *Nonformal Education; *Womens Education
IDENTIFIERS- Laos

A few years ago, the concept of non-formal education was virtually unknown in the Lao People's Democratic Republic. Today, however, many understand the importance and relevance of non-formal education activities. This evolution is due to the implementation in several Laotian provinces of "Women's Literacy and Basic Skills Training," a project launched in 1994 by UNESCO with Norwegian funding. In the Lao People's Democratic Republic, schooling opportunities for girls have been limited for a long time. This is especially true for girls from ethnic minorities and those who live in some of the numerous isolated and mountainous regions. By implementing non-formal educational activities, this project, widely-known as 504/LAO/11, has proved that it is possible to transmit basic knowledge, both general and technical, to young women who otherwise would have no access to education. (LB)

ED 429 929 SO 030 923

Vontz, Thomas S.; Nixon, William A.
Issue-Centered Civic Education in Middle Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; Instructional Materials; Law Related Education; *Middle Schools; Social Studies
IDENTIFIERS- ERIC Digests

The core mission of the social studies curriculum is education for democratic citizenship. The middle school years are an important time frame in which to fulfill that core mission. Policymakers, educators, community members, and parents need to recognize that civic education at the middle level years is important. One effective method for accomplishing middle school instruction in civic education is issue-centered education. Two perennial questions accompany this instructional method: (1) is the teaching of content culled from history and the social

Students; Teachers; Teaching Experience

This review investigated the available literature on diversity and its relationship to teacher thinking. The literature review produced 36 studies, from which five categories emerged: beliefs teachers hold about student diversity and student performance; effective teaching in diverse settings; the impact of teacher experience on teacher cognition and practice; the impact of context variables on teachers' responsiveness to diversity; and the impact of preservice education on teachers' beliefs and practices. The paper discusses each of the five categories in detail and closes with a discussion of the implication for theory and practice. Implications from the review suggest that teachers come with distinct beliefs and conceptualizations about diversity. These beliefs influence what teachers know, and the environment in which they work contributes to the implementation of classroom curriculum and policy. Principals can influence teachers' self-efficacy, commitment, and collegiality and be catalysts for change. These factors can contribute to an inclusive school environment that promotes diversity. Educational reform that addresses the needs of diverse students must examine what teachers know and the environment in which they work. (Contains 48 references.) (SM)

ED 429 948   SP 038 439

Ramey, Linda K.; Cole, Donna J.
Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Excellence in Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Teachers; Student Teaching; *Teacher Certification; Teacher Competencies
IDENTIFIERS- Ohio; Wright State University OH

This paper provides an overview of the components of Wright State University's (WSU's) present teacher preparation program and addresses the changes envisioned with Ohio's recently approved licensure programs. The paper explains how WSU's current program offers field experiences in three phases. Student teachers have the opportunity to work under different conditions in a variety of settings, gaining more teaching time as they gather experience. The paper also presents data from a student teaching survey and examines how best practices in the area of field experiences are being implemented in WSU's teacher preparation program. A survey was distributed to past and current student teachers to assess the impact of the WSU's field experience sequence. Data from 50 surveys indicated that most of the respondents felt positive about their ability to fill the role of a novice classroom teacher following their field experiences. They felt that the cooperating teacher and exposure to the real world of teaching made the program beneficial to them. (Contains 10 references.) (SM)

ED 429 949   SP 038 441

Leach, Jenny; Lita, Zana

experience in Catholic schools). They also asked students how the Alliance fit with their personal goals and what experiences, skills, and aptitudes they would bring to teaching. They compared student teachers' responses to university supervisors' and principals' ratings of teaching performance to determine if any patterns or themes existed. Analysis of data from student teachers rated effective and less effective indicated that more effective intern teachers clearly identified career goals of becoming teachers and possessed prior successful experiences as teachers. Less effective interns considered teaching a path of service to God and others, and they did not have any appreciable experience. The researchers conclude that admissions to graduate teacher education programs should not be based solely on previous academic performance or test scores. An appendix presents the principal/supervisor rating scale. (Contains 18 references. (SM)

ED 429 968 SP 038 471

McAleese, Ray
Coming To Know: The Role of the Concept Map--Mirror, Assistant, Master?
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cognitive Mapping; *Concept Mapping; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; Memory
IDENTIFIERS- *Reflective Thinking; *Self Regulation

This paper explains the process of creating and managing concept maps, using reflection as a focus for its argument. Section 1, What is a Concept Map?, highlights the background and definition of concept mapping, explains how maps signify virtual conceptual structures, looks at structural knowledge, provides an example of a concept map, and discusses associationism. Section 2, Self-Regulation, focuses on self-regulation, which makes individuals goal directed and helps in implementing intentionality. It also discusses self-confrontation, which is the external juxtaposition of self-concept, feelings, or beliefs with some external physical manifestations of those feelings and beliefs. Section 3, Off-Loading, explains that off-loading occurs because of the limited capacity of working memory registers. Section 4, The Process of Concept Mapping, looks at phases in the construction of a concept map. Section 5, Mirror, Assistant or Master?, explains that this paper provided a tentative framework for the process involved in creating and maintaining concept maps, and it discusses the implications for learning and instructional design. (Contains approximately 64 references.) (SM)

ED 429 969 SP 038 472

Pepper, S. Kaye; Hare, R. Dwight
Establishing Research-Based Knowledge in Teacher Education.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 429 988 TM 029 651

A Nation Still at Risk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Adapted from "A Nation Still 'at Risk'," an education manifesto signed by 37 education reformers in April 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; Minority Groups; Poverty; *Urban Schools
IDENTIFIERS- ERIC Digests; *Nation at Risk (A)

In 1983 the National Commission on Excellence in Education declared the United States "A Nation at Risk" because of inadequate education. A decade and a half later, the United States is still at risk because U.S. schools are failing children. Dropout rates have declined, and college attendance has risen, but student achievement has remained flat and college remediation rates have risen to unprecedented levels. The United States is the only country in the world in which children fall farther behind the longer they stay in school. In fact, a dual school system is developing, with a widening gap between good schools and poor schools. Poor and minority children usually go to worse schools, and their families have the least power to alter bad situations. Power over the education system has increasingly concentrated in the hands of a few who really don't want change. Equal educational opportunity is the next great civil rights frontier. The main strategies for change should center on standards, assessment, and accountability and allow for pluralism, competition, and choice to ensure the best for all children. (Contains five references.) (SLD)

ED 429 989 TM 029 692

McTighe, Jay; Ferrara, Steven
Assessing Learning in the Classroom. Student Assessment Series.
PUB DATE- 98
NOTE- 48p.; For an earlier related document, see ED 393 870.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Feedback; *Student Evaluation; *Teacher Made Tests; *Test Construction; Test Use

The premise of this book is that the primary purpose of classroom assessment is to inform teaching and improve learning, not to sort and select students or to justify a grade. The common principles of effective assessment are covered, and the strengths and limitations of a variety of effective approaches are reviewed. Vignettes illustrate classroom assessment in action, and guiding questions and a framework for planning classroom assessments supplement each discussion. The following chapters are included: (1) "Ongoing Assessment of Student Learning"; (2) "Large-Scale versus Classroom Assessment"; (3)

Bass, Elizabeth; Anderson-Patton, Vicky; Rayer, Liz; Baney, Mary Ellen
A Collaborative Analysis of Doctoral Self-Study Research.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Doctoral Degrees; Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Mentors; *Research Methodology; *Self Evaluation (Individuals)
IDENTIFIERS- *Reflective Practice

After individual members completed self-study dissertations, a collaborative of four researchers examined their self-study experiences and formulated a narrative methodological framework and a system of mentoring novices in self-study practices. The first section of this paper focuses on the implicit connection between self-study and narrative methodology. Self-study is conceptualized as a rigorous and vigorous methodology that is capable of producing personal and professional transformation. The second section discusses mentoring doctoral self-study work. Intensive self-study provides for authentic learning, self-development, reflection, insight, connection with others, real-world relevance, and practical application. Self-study is fundamental for authentic professional development and personal growth. (Contains 3 figures and 29 references.) (SLD)

ED 430 011 TM 029 724

Gilson, Judith E.
Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Attitudes; *Coeducation; *Females; *Mathematics; Mathematics Achievement; *Middle School Students; Middle Schools; Private Schools; *Single Sex Schools; Teaching Methods

The mathematics achievement and mathematics attitudes of eighth-grade female students attending independent coeducational middle schools were compared with those of students in independent all-girls middle schools. Participants were 467 8th-grade girls from 10 all girls middle schools, 208 girls from 10 independent coeducational middle schools, and 123 11th and 12th grade girls from 2 independent high schools. An attitude questionnaire was completed by all subjects, and achievement test data were obtained. Results from high school students were used to support attitude measures. The only statistically significant difference in mathematics achievement was found for one (higher) level of the Comprehensive Testing Program. Overall, large differences were not found for mathematics achievement quantitative ability or attitude for mathematics for eighth-grade girls in single-sex or coeducational schools.

Participants were 1,202 students in grades 7 through 9 from 30 science classes in Taiwan. Quantitative and qualitative approaches were used in the development and validation process, and the questionnaire was then used to study the teachers' behaviors and their associations with students' perceptions and attitudes toward science and science academic achievement. Results show that all five scales of the TCBQ have satisfactory internal consistency reliability, discriminant validity, and factor validity. There were strong associations between the scales of the instrument and students' attitudes toward science. Two of the scales were associated with cognitive achievement. This instrument adds to research on teacher-student interactions by focusing on the use of challenging questioning to promote students' creative thinking ability and the use of verbal and nonverbal feedback to enhance students' attitude toward science and their academic achievement outcomes. (Contains 5 tables and 22 references.) (SLD)

ED 430 032 TM 029 776

Lau, C. Allen; Wang, Tianyou
Computerized Classification Testing under Practical Constraints with a Polytomous Model.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Computer Assisted Testing; *Difficulty Level; *Item Banks; Monte Carlo Methods; Simulation
IDENTIFIERS- *Classification Tests; National Assessment of Educational Progress; Partial Credit Model; Polytomous Variables; *Sequential Probability Ratio Test (Wald)

A study was conducted to extend the sequential probability ratio testing (SPRT) procedure with the polytomous model under some practical constraints in computerized classification testing (CCT), such as methods to control item exposure rate, and to study the effects of other variables, including item information algorithms, test difficulties, item pool sizes, and widths of the indifference region in SPRT. SPRT was applied for polytomous items under the generalized partial credit model of E. Muraki (1992). Monte Carlo simulation technique was used. Independent variables manipulated were: (1) item information algorithm; (2) item exposure control methods; (3) location of the theta cut point (test difficulty); (4) item pool size; and (5) width of indifference region in SPRT. Item parameters from the 1996 National Assessment of Educational Progress were used to build the item pool, and item response data were generated for 10,000 simulated examinees. Polytomous items were found to work well with the SPRT procedure in CCT. Considerations in using the procedure are discussed. (Contains 5 tables and 18 references.) (SLD)

ED 430 033 TM 029 777

Lau, C. Allen; Wang, Tianyou
Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

what is called the "patient approach." The challenge in setting performance standards is also set forth. The purposes of accountability assessment are recognized; the alternative of measuring "value added" for these assessments is described; and exit examinations are discussed. The critical role of the teacher in assessing students is examined, as is the need to equip teachers with the knowledge and tools to use assessment in day-to-day instruction. (SLD)

ED 430 053 TM 029 798

Bierschenk, Inger
The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; Beliefs; Foreign Countries; Models; Researchers; Synthesis; *Text Structure; *Writing (Composition)
IDENTIFIERS- *Perspective Text Analysis

A method for providing a synthesis of the perspective that a text producer gives to a text in the moment of its production is presented in the form of a dialogue between reader and author. Perspective Text Analysis, the system presented, is a basic methodological part of a larger system of analyses. Linguistic data in the form of free text production is important so that the prejudices and attitudes, that both the researcher and the text producer may have, do not enter into the researcher's analysis. This guide describes the fundamentals of the method, and the principles of test analysis are given through prototypical examples. The applied model is based on the assumption that its components are reflecting "perspectivation," in which a source and one or more operators can be distinguished and differentiated from one another in the building up of a perspective. When the perspective is formed, the text producer takes a position toward something he or she wants to express. (Contains 41 references.) (SLD)

ED 430 054 TM 029 799

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnicity; *Minority Groups; *Public Schools; Racial Differences; Tables (Data)
IDENTIFIERS- *Maryland

This report presents enrollment data for the Maryland public schools. School systems reported individual student-level data that were edited and aggregated to school system and state levels. The report categorizes data by race/ethnicity, gender, and grade level. In September 1998 there were 431,396 male students and 410,275 female students in membership. Enrollment has increased since 1990, and 57% of Maryland's students are in the elementary grades. The enrollment increased in 1998 in all but six of the state's school systems. Since 1990, the components is followed by material about legislative expectations in the areas of: (1) student performance; (2) state standards and assessments; (3) curriculum and instruction; (4) professional development; (5) parent and community involvement; and (6) resource flexibility, system supports, and accountability. (Contains three references.) (Author/SLD)

ED 430 074 UD 032 925

Kim, Jeong-Ran
Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Databases; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Limited English Speaking; Program Effectiveness; Program Evaluation; *School Effectiveness; Standards; Teaching Methods; *Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994 Title I

This report provides a synopsis of findings from an interim report of an ongoing national study of Title I schoolwide programs conducted by the Laboratory for Student Success in conjunction with other Regional Educational Laboratories. The study is designed to develop a national database on program features, implementation requirements, and outcomes of Title I schoolwide projects in order to provide assistance to local schools with their own schoolwide projects. Initial findings from this study indicate that more effective schools are implementing the Title I schoolwide legislative expectations more faithfully than less effective schools. Teachers from more effective schools agreed that their schools were emphasizing high standards for all students and implementing instructional practices to promote academic achievement. Parent responses were not as favorable, with parents who speak a language other than English or are bilingual tending to rate the schools lower in most areas. Classroom observations indicate that students predominantly meet in large groups and are usually independently working on-task. The difference in instructional interaction time for more effective and less effective schools is not statistically significant. (Contains one figure and three references.) (SLD)

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Inservice Teacher Education; Paraprofessional Personnel; *Preschool Education; *Preschool Teachers; *Professional Development; *Staff Development; Teacher Improvement
IDENTIFIERS- Florida (Dade County)

Based on the belief that teaching involves a lifelong cyclical process of study, practice, and reflection, this handbook details the staff development opportunities for prekindergarten personnel in Dade County, Florida for 1997-98. Procedures, workshops, explanatory descriptions, and scheduling information for staff development are presented in four sections. Section A pertains to new prekindergarten personnel and includes information on the prekindergarten curriculum, language and literacy training, and procedures for attending workshops and obtaining credit for attendance. Section B addresses veteran prekindergarten instructional staff and provides information on training requirements and the variety of training options available. Section C includes a registration form and other informational sheets. Section D lists Educational Specialists' assignments. (KB)

ED 429 661 PS 026 914

Neugebauer, Bonnie, Ed.; Neugebauer, Roger, Ed.
The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
PUB DATE- 98
NOTE- 175p.; For Volume 2, see PS 026 915.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Administrator Role; *Administrators; Budgeting; Business Administration; Day Care; *Day Care Centers; Early Childhood Education; Financial Support; *Leadership
IDENTIFIERS- *Educational Leadership

The first of two volumes intended for directors of early childhood organizations, this volume compiles selected articles for center directors from the first 20 years of the journal "Child Care Information Exchange." The articles cover leadership, organizational management, and financial management. The articles are grouped into "chapters" as follows: (1) "Leading an Organization"; (2) "Developing Your Skills"; (3) "Advocating for Children and Families"; (4) "Getting Organized"; (5) "Legal Issues"; (6) "Structuring the Organization"; (7) "Managing Money"; (8) and "Raising Money." (HTH)

ED 429 662 PS 026 915

their children. Also discussed in the four newsletters are legal issues and court cases involving custody and child support payments, and summaries of research on legal and social welfare issues of non-custodial fathers, approaches to divorce, and the effect of legislation on divorce rates and child custody payments. Regular sections in the newsletter cover news of CRC lobbying efforts, congressional involvement in the organization, and CRC chapter news. (JPB)

ED 429 680 PS 027 412

Havlinova, M., Ed.; Kopriva, P.; Mayer, I.; Vildova, Z.
Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Comprehensive School Health Education; Curriculum; Elementary Education; Foreign Countries; Health Needs; *Health Promotion; *School Health Services
IDENTIFIERS- Czech Republic

Noting that increasing numbers of elementary schools in the Czech Republic are interested in participating in a program of health promotion for their students, this document outlines the contents of the handbook developed for an integrated program of health promotion in schools. The handbook is described as containing four parts. Part 1 presents the underlying philosophy and integrating principles of health promotion: respect for individual needs in the context of societal needs, and communication and collaboration; and an account of the risks threatening young children's health status. Part 2 contains the health promotion curriculum, with each of three chapters dealing with pillars of health education and promotion upon which the curriculum is built: (1) providing for well being in the school environment; (2) healthy learning through activities enabling direct experience, communication, and cooperation of students; and (3) open partnership between the school and the community. Part 3 provides instructions for schools to create their own curriculum or to revise materials in line with the spirit of this project. Part 4 contains basic documents on the strategies of the European network of health promoting schools and includes the history and implementation of the project. This document also describes the development of the manual and its function in Czech schools, and invites comments on its use and contents. (KB)

ED 429 681 PS 027 423

Zaslow, Martha J.; Dion, M. Robin; Morrison, Donna Ruane
Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Washington, DC, April 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

considers the general characteristics of successful programs, the method of peer group home visiting, the role of stakeholders of the program, program evaluation findings, the role of programs in the prevention of child abuse, and strengths and weaknesses of such programs. The paper concludes that these programs have a powerful potential for empowering parents. (Contains 20 references.) (JPB)

ED 429 698 PS 027 517

Zaslow, Martha J.; Oldham, Erin
Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
PUB DATE- 97
NOTE- 16p.; "Summary of a meeting to inform the child care components of state welfare waiver evaluations (Washington, DC, February 7, 1997)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Caregiver Child Relationship; Child Development; Child Health; *Day Care; Early Childhood Education; Employed Parents; Evaluation Research; *Family Day Care; *Infant Care; Measurement Techniques; Mothers; *Research Design; Research Methodology; *Research Needs; *Young Children
IDENTIFIERS- *Day Care Quality; Day Care Selection; Welfare Reform

A meeting of child care researchers, federal and state child care administrators, and participants in the studies of child outcomes in the context of state welfare waiver evaluations was convened on February 7, 1997. The purpose of the meeting was to ask for input as to the most important aspects of child care to cover in the state welfare waiver evaluations and advice on specific measures of child care for inclusion in these evaluations. The second purpose was to discuss key issues concerning child care in the new policy context that should be examined in future research. This document summarizes key findings from the research, as discussed at the meeting, that can help provide a context for the study of child care issues within the state welfare waiver evaluations, design and measurement issues raised at the meeting that should be taken into account in the welfare waiver evaluation studies, preliminary suggestions for what aspects of child care could be addressed in the evaluation studies, and what specific child care measures could be used in these studies. (Author/KB)

ED 429 699 PS 027 518

Harter, Susan
The Construction of the Self: A Developmental Perspective.
PUB DATE- 99
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescent Development; Adolescents; Age Differences; Child Abuse; Child Development; Children; Cognitive Development; Depression (Psychology); Emotional Development; Guilt; *Individual Development; *Self Concept; *Self Esteem; Self Evaluation (Individuals); Self Expression; Self Motivation; Sex Differences; *Theories
IDENTIFIERS- Cooley (Charles H); *Identity Formation; Identity (Psychological); James (William); Pride; Shame; Symbolic Interactionism

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Behavior Development; Diaries; Foreign Countries; *Imitation; Infant Behavior; *Infants; *Observational Learning; Sibling Relationship; *Siblings

This study examined the development of imitation under naturalistic conditions. Participating were 320 parents, who provided diary records of imitation by their 12-, 15-, and 18-month-old infants over a 7-day period. Approximately half of the infants were first-borns and half had older siblings. The findings indicated that infants of all ages acquired one to two new behaviors per day by imitation. There were age-related changes in the quality rather than the quantity of behaviors acquired through imitation. Older infants imitated more multi-step sequences and substituted more objects during reenactment than did younger infants. There were also sibling-related changes in the quality of behaviors acquired through imitation. Infants with siblings imitated more behaviors spontaneously and their imitation was characterized by a higher level of pretense than infants without siblings. The findings were highly consistent with those obtained under more controlled laboratory conditions. The similarity of the two sets of findings increases the validity of current laboratory research on imitation and indicates that imitation is a powerful mechanism by which infants acquire new behaviors in the course of their everyday lives. (Author/AMC)

ED 429 718 PS 027 542

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC.; Department of Agriculture, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 97
NOTE- 157p.; Paper prepared for the Second National Level Meeting of the Planning Phase.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Child Health; Child Rearing; *Child Welfare; *Children; Day Care; Depression (Psychology); Early Childhood Education; Economic Factors; Family Environment; Interviews; *Measurement Techniques; Parent Child Relationship; Questionnaires; Research Methodology; Well Being
IDENTIFIERS- *Outcome Oriented Evaluation

The Project on State-Level Child Outcomes, a federal project designed to improve the measurement of child outcomes in state welfare evaluations and in other state data systems. This document provides measures for the common core of constructs that state representatives developed at the second national-level meeting of the Project's planning phase. A table delineates measures for the core constructs in the areas of: (1) target of welfare policies, income, employment, and family formation; (2) other variables likely to be affected by state activity patterns. Parents' description of their contribution to children's development included spending time with them, providing resources that cost money, reading to them, and providing a stable family environment. About half the children could read or recognize some words; about one-third could add or subtract. The use of two or more ECE services was related to maternal education and family income. Creches and private informal care were the two main types of ECE service first used. Later ECE service use was related to family income. The main reasons for choice of children's first ECE service were suitability to parents' needs, previous family/friend's attendance, location, and reputation. Parents' ratings of children's competency were related to parents' education, family income, and family structure. The main factors in parental choice of primary schools were proximity, reputation, and previous family attendance. The questionnaire is appended. (KB)

ED 429 736 PS 027 605

Mara, Diane L.
Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Day Care; *Day Care Centers; *Early Childhood Education; Foreign Countries; Preschool Education; Program Improvement; Young Children
IDENTIFIERS- Chartering Process; *Day Care Licensing; New Zealand

There has been concern in New Zealand about whether the level and pace of licensing and chartering Pacific Islands early childhood centers (PIECCs) are sufficient to meet current needs. This study identified obstacles to the attainment of licensed and chartered status as assessed by key informants from agencies working with Pacific Islands Language Groups and PIECCs, representatives of the national Pacific Islands early childhood associations, and representatives of licensed centers or centers working towards licensing. Findings indicated that agencies viewed funding as the primary barrier; viewed national organizations and centers as becoming better informed about early childhood education; and identified centers' almost total reliance on government funding and ability to sustain licensed status as challenges. Pacific Island national associations identified difficulties related to funding, parent involvement, and rapidly changing policies and regulations; noted the importance of Pacific Island agency personnel; and identified the challenge in providing further immersion in Pacific Island languages. Key informants from PIECCs identified barriers and challenges, including funding, relationships with families, and lack of qualified staff. Differences between licensed and unlicensed programs included the ability to extend services to all-day provision, ability to train and pay staff, improved community status of the programs, and increased access to quality services. (Four appendices include information on definitions of terminology used by the Ministry of Education, interview questions, and feedback on the draft report. Contains 19 references.) (KB)

ED 429 737 PS 027 626

Coltin, Lillian

partnership between a college of education and local school districts. Local school district officials participated in developing EYAP in 1985. Program features include visitation by faculty to beginning teachers at their respective school sites, seminars held on campus, and luncheons for new teachers. The fact that the new teachers decide on the seminar topics to be discussed is an especially positive aspect of the program. Concerns of the beginning teachers become areas for program improvement. In this collaborative approach to beginning teacher mentoring, all participants come to share and solve problems. Recently, preservice teachers have begun attending the seminars as observers who take notes and report back to their methods classes on what they learned about the first year of teaching. Legislation has mandated teacher mentoring in Nebraska, and EYAP has been chosen by the Nebraska State Education Association as the model to replicate for state mentoring. Contains 22 references. (CDS)

ED 429 754 RC 021 904

Martin, Suzanne M.; Williams, Jane M.
Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); Disabilities; *Disability Identification; Educational Legislation; Elementary Secondary Education; Federal Legislation; Higher Education; *Individualized Education Programs; *Knowledge Base for Teaching; *Rural Education; School Personnel; Special Education; Teacher Education; *Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This paper discusses provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) and suggests strategies for maximizing existing resources in rural settings to meet the requirements of the law. The purposes of this paper are to: (1) discuss personnel preparation data relevant to ensuring that all individuals possess the necessary competencies to meet the needs of students with disabilities in general and special education settings; (2) present the key provisions of IDEA that relate to ensuring quality personnel preparation and educational services in rural settings; and (3) identify ways in which personnel preparation activities and utilization of existing resources in rural settings can be maximized to ensure full implementation of IDEA. Key areas of the legislation include evaluation and reevaluation of students, the Individualized Education Program (IEP), and IEP transition services. Instructional implications for teacher educators are discussed for each of these areas, focusing on the skills and knowledge that teachers will need relevant to the following IDEA requirements: parent participation in student evaluations, collection and interpretation of information for evaluations and IEPs, design of appropriate curriculum modification, regular communication with parents, design of functional behavioral assessments and intervention prepared them for their future professions. (TD)

ED 429 770 RC 021 920

Harrison, Suzanne; Lemke, June
Assisting Preservice Teachers with Special Needs: Four True Stories.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Higher Education; Holistic Approach; Interpersonal Competence; *Preservice Teacher Education; Program Descriptions; *Special Education; Student Needs; *Student Teacher Evaluation; *Student Teachers; *Teacher Competencies; Teacher Education Programs; *Teachers With Disabilities
IDENTIFIERS- *Gonzaga University WA

Gonzaga University in Spokane, Washington, developed a preservice teacher education program that holistically assesses the skills of teacher candidates to better identify prospective teachers from underrepresented racial, ethnic, and disability-related groups. Careful attention is paid to the admissions process, and program applicants are assessed with regard to key program themes: reflective thinking, the idea that teaching is interpersonal and professional, the value of developing conflict resolution skills, and the value of multiple perspectives and ways of doing. Students who have self-disclosed their disabilities work with the disabilities services center, and faculty are notified of any students needing accommodations to be successful. Prior to student teaching, candidates must possess a minimum grade point average, acceptable standardized test scores, and three recommendations, and must attend a meeting explaining student teaching and the application process. Teacher education faculty review the skills and abilities of each student teacher candidate. Each student teacher is assigned a university supervisor who observes the student teacher and acts as a liaison between the school and university. A remediation plan is developed for student teachers who have difficulty, and the experience is terminated if competencies in the plan cannot be met. A second chance is given at another site the following semester. The experiences of four student teachers with disabilities are described to show how adaptations, accommodations, or simply a creative look at alternative approaches can create an environment for success. (TD)

ED 429 771 RC 021 921

Wilcox, Daryl; Putnam, Jon; Wigle, Stan; Jackson, Fay
The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English

service may aid in reducing teacher isolation. Various practices are described by which rural school districts try to meet the needs of their few visually impaired students. Contains 25 references. (CDS)

ED 429 787 RC 021 937

Schery, Teris K.; Tharpe, Anne Marie
Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Communication Aids (for Disabled); Communication Disorders; Competence; *Deafness; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Interdisciplinary Approach; Preschool Education; *Professional Education; Rehabilitation; *Rural Areas; *Special Education
IDENTIFIERS- *Cochlear Implants; *Vanderbilt University TN

The number of deaf children with surgically implanted cochlear devices has been increasing since the device was approved in 1989. In rural communities, there may be no one who is knowledgeable about the care of cochlear implants, what to expect of the child's communication abilities, and how to maximize the child's progress. A federally funded training program at Vanderbilt University was designed: (1) to increase the number of trained professionals in three communication-related disciplines who are prepared to serve on cochlear implant teams and are knowledgeable about the best practices in educational management of deaf children with cochlear implants, and (2) to provide related inservice training to daycare, preschool, and school district personnel in rural areas of middle Tennessee and southern Kentucky. The program is a three-semester sequence that begins with a multidisciplinary seminar including selected students from audiology, speech-language pathology, and deaf education. During the second semester, students are placed in various settings with children who have cochlear implants. In the third semester, students work in multidisciplinary teams to provide support and inservice training, primarily to school districts. The curriculum emphasizes problem-based learning and reflects four major competency strands: multidisciplinary team functioning, knowledge of cochlear implant technology, knowledge and skills for effective communication rehabilitation, and knowledge and skills of adult learning methods. Benefits of the training program are outlined for children, university students, professionals, and community members. Contains 11 references. (CDS)

ED 429 788 RC 021 943

Murdoch, Colin, Ed.; Wood, Giovanna, Ed.
Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).

Sustainable Development
IDENTIFIERS- Earth Day; *Environmental Awareness; United Nations

This guide seeks to provide public and school librarians with a variety of practical resources and activities for contributing to the public's understanding of major global trends and relationships that affect local communities. The guide contains four sections geared towards children, young adults, adults, and school settings. The children's section is based on the United Nations' Convention on the Rights of the Child. Resources and activities are organized into broad areas of survival (food, health care, a home), personal development (education and recreation), protection (family and parental guidance), and participation (freedoms and civil rights). Young adult activities focus on the world music of social change. This section includes electronic and print resources for world music of social change, world music sources, and suggested recordings. Adult activities are structured around commemorative days throughout the year that have been designated primarily by the United Nations. This section presents tips for locating and maximizing community resources, program ideas, and selected Web sites. The section for school librarians contains program ideas to enhance awareness of global issues and ways for teachers to introduce sustainable development into the curriculum. This section includes lists of Internet sites, magazines, and resources for ideas for taking personal action. (PVD)

ED 429 805 SE 062 015

Chen, Loris
Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; *Conservation Education; Environmental Education; *Geography; Geology; Human Geography; Interdisciplinary Approach; Land Use; *Map Skills; Middle Schools; State History; Study Skills; *Sustainable Development; *Topography
IDENTIFIERS- Environmental Awareness; Farmland; *New Jersey

This unit helps middle school students explore the local face of a global challenge: vanishing farmland and the need for sustainable agriculture. With an eye on the National Geography Standards and five areas of the New Jersey core curriculum standards, this unit also develops the skills needed to contribute toward creative solutions for such problems. This unit was developed as a nine-week study skills project for seventh grade students and includes the core subject classes of mathematics, science, social studies, reading, and writing. The 12 lessons can also be taught individually. Objectives of the 12 lessons include learning about population distribution and density, creation of various kinds of maps and graphs, inferring relationships between farm locations and soil types, researching agricultural best management practices for preserving farmland, and negotiating a consensus position on farmland preservation with persons representing a variety of viewpoints. Many of the lessons contain reading selections. Study skills pre- and post-tests, a glossary, and references are also included. (PVD)

March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Inservice Teacher Education; Knowledge Base for Teaching; Science Instruction; *Scientific Concepts; *Scientific Principles; Teacher Attitudes; Teacher Improvement; Teaching Methods
IDENTIFIERS- Taiwan

The purpose of this study was to investigate aspects of the Nature of Science (NOS) concepts and teaching practices acquired by inservice teachers who participated in a teacher education program at the National Changhua University of Education in Taiwan. Two instructors used both case-history and demonstration approaches to help science teachers understand NOS concepts and model teaching practices. A questionnaire, Understanding of the Nature of Science Scale (Chinese version), was administered before and after the course. In addition, weekly group discussion reports, teachers' reflective journals, and the instructors' logs were collected during the course processing. Findings revealed that the inservice teachers were impressed by the subjective nature of generating scientific knowledge, and the human nature of the scientists. Thus, the teachers' conceptions of the NOS relative to the subjective and tentative nature of scientific knowledge were changed dramatically as a result of the course. Relative to pedagogy, the teachers indicated a preference for providing concrete activities in the context of group work in order to guide students' understanding of the social negotiation processes and inquiry aspects of the NOS. Factors which influenced the teachers' conceptions of the NOS included their image of scientists and their understandings of the nature of scientific inquiry. The science teachers' views of teaching the NOS were reinforced by their new conceptions of the NOS, by other methods courses, and by the teaching methods used by the instructors in the NOS course. Contains 26 references. (WRM)

ED 429 824 SE 062 386

Chang, Wen-Hua
Connecting To Increase Task Variety in Biology Classroom--A Case Study.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Biology; Case Studies; *Classroom Communication; *Educational Technology; Foreign Countries; *Science Education; Scientific Literacy; Secondary Education; *Teaching Methods; World Wide Web
IDENTIFIERS- Conceptual Change; Learning Cycle Teaching Method; Taiwan; Teacher Talk

This study explores the impact of a researcher-developed World Wide Web database on a variety of tasks and talk in a science classroom. The study was part of an experienced teacher's action research project designed to increase student engagement in biology class. Lessons were videotaped approximately once a week throughout the entire school year, written materials were collected, and the teacher was interviewed at regular by grade band elaboration chapters for grades pre-K-2 (Chapter 4), grades 3-5 (Chapter 5), grades 6-8 (Chapter 6), and grades 9-12 (Chapter 7). Chapter 8 is planned for inclusion in the final version of Principles and Standards that will focus on implementation and policy implications. This draft offers an outline of Chapter 8 and invites readers to submit comments and reactions. This draft of Principles and Standards includes a number of substantive and structural features that are different from the original Standards documents, the most significant structural feature being that this product is presented in both print and electronic format. The production of this document in electronic format will allow a richer array of examples to illuminate and extend the ideas provided in the text and make possible the inclusion of links to resource and background materials. Contains 160 references. (ASK)

ED 429 845 SE 062 531

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 99
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation; *Mathematics Achievement; Mathematics Curriculum; *National Surveys; *Statistical Bias; *Test Items
IDENTIFIERS- *National Assessment of Educational Progress

Since 1973, the National Assessment of Educational Progress (NAEP) has gathered information about levels of student proficiency in mathematics. These assessments are reported by NAEP periodically and present information on the strengths and weaknesses in students' mathematical understanding and their ability to apply that understanding in problem solving situations. This document presents the mathematics framework for the 1996 and 2000 NAEP assessments. The suggested revisions in the framework for the new NAEP assessment in mathematics are intended to reflect recent curricular emphases and objectives; to include what various scholars, practitioners, and interested citizens believe should be in the assessment; and to maintain ties to prior assessments to permit the reporting of trends in student achievement. Recommendations for the 1996 and future NAEP mathematics assessment are presented in eight categories: (1) content strands; (2) mathematical abilities; (3) percentage of items; (4) item families; (5) constructed-response items; (6) special studies; (7) manipulatives; and (8) item bias review. Contains 12 references. (ASK)

ED 429 846 SE 062 544

Zhou, Zheng; Cheng, Christine; Mottram, Lisa; Rosenblum, Stacey
Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

organizational cultures, in contrast to an "emic" view. An "etic" perspective of culture allows the quantitative assessments of organizational cultures across schools. Furthermore, it renders possible comparisons between the characteristics of excellent schools, and that of their counterparts. A questionnaire method was employed in this study. An instrument, "School Values Inventory" (SVI), was created for the study. Based on data collected from 554 teachers from a randomly selected sample of 44 secondary schools in Hong Kong, a "Linear Structural Relationships" (LISREL), a four-factor model of organizational values in schools, was developed. The model delineates that bureaucratic linkage, cultural linkage, tight coupling, and loose coupling are the major forces that bind teachers together in school organizations. An "Organizational Culture Index" (OCI) also was created as indicative of the strength of organizational cultures of schools. While the four binding forces demonstrate cultural contents in schools, the OCIs show their strength. Three excellent schools were identified out of the 44 schools in the sample. Organizational cultures of the 44 schools were described in terms of OCI and the four major binding forces. Characteristics of the three identified excellent schools were analyzed according to their cultural strengths and contents. All three schools had strong organizational cultures. Two distinctive types were identified in the excellent schools: (1) professional culture; and (2) bureaucratic-professional culture. One school relied heavily on cultural linkage and loose coupling as management strategies to bind people together. The other two schools were strong in bureaucratic linkage and cultural linkage. Contains 3 tables, 6 figures, and 36 references. (BT)

ED 429 867 SO 029 423

Riemer, Frances Julia
Seeing the Light: Literacy Education and Citizenship in Botswana.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; Case Studies; *Citizenship; *Developing Nations; Ethnography; Foreign Countries; *Illiteracy; *Literacy Education; *National Programs; Program Evaluation; Student Needs
IDENTIFIERS- *Botswana

Botswana's national literacy program and its role in both democracy building and national development efforts is discussed in this paper. Literacy groups can be found in villages and towns throughout the country. The proportion of literate adults has increased from 34% in 1966 to 68.9% in 1993. Yet the absence of 81% of the eligible population brings into question its ability to attract participants. Participation is a poor contender to the other demands placed upon Botswana's adults due to their everyday struggle to feed themselves and their families. Based upon an 18-month ethnographic study of literacy in Botswana, the paper describes the supports provided by the national program and the everyday practices of learners and non-learners. Discrepancies between structure and local meaning have resulted in the interruption of existing social positions and divisions of labor. Reasons

*Irish History; Nineteenth Century History

Between 1845 and 1850, more than a million Irish starved to death while massive quantities of food were being exported from their country. A half million were evicted from their homes during the potato blight. A million and a half emigrated to the United States, Britain, and Australia, often on board rotting, overcrowded "coffin ships." This is the story of how that immense tragedy came to pass. The necessary historical and political context for a study of the Irish Famine is provided in the teacher's synopsis. Following the synopsis is a student summary that provides a historical overview and concludes with seven questions. Six lessons follow the student summary: (1) Laws; (2) Racism; (3) Eviction; (4) Mortality; (5) Emigration; and (6) Genocide. A synopsis gives an overview of the relevant Irish and English history and contains 47 footnotes and a 15-item bibliography. Each unit of study begins with a list of performance objectives, teaching/learning strategies and activities, and instructional materials/resources. (BT)

ED 429 886 SO 029 738

Pierce, Alice
Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Geographic Concepts; *Geography Instruction; Gifted; *Independent Study; Integrated Activities; Map Skills; *Social Studies

This learning packet presents geography units designed for self-directed study use by students in grades K-8. Instructions are given regarding how to use the materials. The five themes of geography provide a framework for analyzing questions about a place, how that place came to be the way it is, and how the place effects the people living there. Activities are designed to aid students in the development of skills needed to read, interpret, and create maps. Students practice techniques of geographic analysis using their own environment. Answer keys and bibliography are provided. (MM)

ED 429 887 SO 029 826

Stewart, Marilyn G.
Thinking through Aesthetics. Art Education in Practice Series.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetics; *Art Education; Curriculum Guides; Elementary Secondary Education; Units of Study

Strategy guidelines for including aesthetics as part of K-12 art instruction are provided in this text. In addition to providing a rationale for inclusion of philosophical inquiry in the K-12 art program, the guide provides information about theories of art, suggestions for planning, sample programs and lessons outcomes or objectives, and examples of lesson plans and instructional resources. An appendix includes lists of philosophical questions about artworks, art-makers, responders, Each strand has content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The three strands are: (1) "Basic Elements of Movement;" (2) "Arts in Civilization;" and (3) "Artistic Communication." The content standards of strand one state that students will understand, explore, and demonstrate dance as an art form through the basic elements of body movement, locomotor movement, time, space, energy, force, and dynamics. The content standard of strand two states that students will understand the historical development of dance and its relationship to various cultures. The content standards of strand three state that students will organize choices to express and communicate various ideas or themes, participate in performance, and be able to discuss and analyze movement and dance. (BT)

ED 429 908 SO 030 606

Arkansas Music Curriculum Framework 1997.
PUB DATE- 97
NOTE- 14p.; For other Arkansas Curriculum Frameworks, see SO 030 602-605.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music; Music Activities; *Music Education; *Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

This framework for music contains four instructional strands. Each strand has content standards and cumulative student learning expectations for grades K-4, grades 5-8, and grades 9-12. The strands are: (1) "Create and Perform," in which students will demonstrate musical competency through creating and performing; (2) "Listen Perceive, and Analyze," in which students will demonstrate a response to diverse styles of music through listening, perceiving, and analyzing; (3) "Cultural and Historical Contexts," in which students will develop an understanding of the relationships of music to history and culture; and (4) "Connect and Apply," in which students will demonstrate an understanding of the relationships between music and the other arts, and disciplines outside the arts, and an understanding of the relationships of music to career and life-long applications. (BT)

ED 429 909 SO 030 611

Banaszak, Ronald A.
Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the National Council for Social Studies (78th, Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Citizenship; *Citizenship Education; *Civics; Instructional Effectiveness; *Interdisciplinary

sciences appropriately tailored for young minds, adequate citizenship education in and of itself? and (2) should students first master a core body of information and concepts before being asked to consider the issues that face adult citizens? Issue-centered civic education examines social questions within a discipline-based or interdisciplinary curriculum. An exemplary issue-centered civic education program is "We the People Project Citizen." Developed and sponsored by the Center for Civic Education, it was launched in California in 1992 and expanded to national usage in 1995. The program is created specifically for middle school students and involves them in the civic life of their community. "Project Citizen" has been evaluated by a comprehensive, eight-month study conducted at the University of Texas. The research report indicated several positive outcomes of the program. In addition, "We the People Project Citizen" is a flexible program that can fit into many classroom settings. (JH)

ED 429 930 SP 038 418

Bundy, Lawrence S.; Topp, Neal W.; Grandgenett, Neal F.
The Connections Project. Evaluation Progress Report No. 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 99p.; For the second year's report, see SP 038 419.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Annual Reports; *Computer Uses in Education; Curriculum Development; Educational Change; Educational Improvement; *Educational Quality; *Educational Technology; Excellence in Education; Faculty Development; High Risk Students; High Schools; *Integrated Curriculum; Middle Schools; Partnerships in Education; Program Evaluation; Public Schools; Teacher Improvement; Teachers
IDENTIFIERS- Nebraska

This evaluation progress report for the budget period October 1 1996-September 30, 1997 describes the Connections Project within the Seward, Nebraska, public schools. The project provided four major activities to help Nebraska middle and high school teachers, mentors, and community members enhance student learning through integrated curricula supported by technology. The activities included professional development for teachers to support their use of integrated curriculum and technology, curriculum development activities, community connections programs, and statewide and national dissemination of 400 project curriculum models and resources through a website and CD-ROM. The project was intended to increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to help colleagues in effective use of curriculum integration and technology, improved achievement by high risk students, and creation of a national and statewide learning community of middle and secondary school teachers. Attached to the report (and comprising the bulk of the report) are copies of project planning, funding, implementation, and evaluation materials. (SM)

ED 429 931 SP 038 419

Topp, Neal W.; Grandgenett, Neal; Ostler, Elliott; Pawloski, Robert; Bundy, Lawrence S.
The Connections Project. Year 2. Annual Report.
SPONS. AGENCY- Department of Education, Washington, DC.

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Open Education; *Politics of Education; Program Development; *Teacher Improvement; Teachers
IDENTIFIERS- *Albania

This paper focuses on the ongoing development of an inservice teacher education program for teachers in Albania following the downfall in the early 1990s of a repressive totalitarian regime. The Kualida project's name is an acronym based on the Albanian words for training, distance, and teachers and is very close in sound to the Albanian expression for quality. The project was one of the first initiatives to address the challenge of restructuring teacher education in that part of the world, and it remains unique in the southern Balkans in the way it utilizes open learning methodologies for inservice training. The first section of the paper examines research currently occurring regarding the history of teacher education in Albania and outlines the historical context in which the program is being developed. The second section presents the fieldwork and findings of the program evaluation, identifying three distinct but interwoven phases in the program: the context of criticism, the context of discovery, and the context of classroom practice. The paper concludes by formulating some key issues for those involved in the professional development of teachers through open learning. (Contains 32 references.) (SM)

ED 429 950 SP 038 442

Moon, Bob
Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Online Systems; *Open Education; Preservice Teacher Education; Teachers; *Telecommunications

This paper argues that over time, future teachers will be offered and participate in more developed forms of professional development than is currently expected. The professional development will be significantly based on their own and local schools, and online electronic communication will be an important aspect of this increasingly international experience.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Development; *Program Evaluation
IDENTIFIERS- *Teacher Knowledge

This paper provides an approach to building research-based knowledge in teacher education through program evaluation. This approach allows results of program evaluations to be compared and contrasted and theoretical constructs developed into practical models for use in improving teacher preparation. The paper examines Yarger and Smith's 1990 framework for studying teacher education programs. Their systematic approach included: antecedents or preexisting conditions, processes or transactions, and outcomes. They considered studies that followed this systematic approach "linking studies." Yarger and Smith believed that the three components and the associated links provided a vehicle for discussing appropriate methodology for research on teacher education, implementation of teacher education programs, and needs associated with program improvement. In following Yarger and Smith's writings, it is important to determine a unifying source which can pull teacher education institutions together in a common effort to build the research-based knowledge. Important initiatives are currently underway to develop more meaningful standards for teaching. This paper examines Stake's Countenance Model of Program Evaluation, which fits closely with Yarger and Smith's paradigm, and discusses a modification of Stake's Countenance Model, which is necessary to better fit the needs of today's education programs. The paper concludes that a research base in teacher education is possible if teacher education institutions publish research findings of their program evaluations (which are developed for each specific site, include Yarger and Smith's three components, and are based on a national perspective). (Contains 21 references.) (SM)

ED 429 970 SP 038 473

McAleese, Ray; Grabinger, Scott; Fisher, Kathleen
The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Concept Mapping; Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; Memory; Thinking Skills
IDENTIFIERS- *Learning Environment

This paper uses a theoretical framework for concept mapping as an instance of a learning environment - the knowledge arena - and examines it against an existing framework for active learning called REAL (Rich Environment for Active Learning). The paper is intended to help in the understanding of environments for learning. Section 1 defines a knowledge arena as a virtual space where learners can operate on ideas, or concepts. This engagement involves a concept map. Section 2 describes concept maps and their use. Section 3 focuses on concept mapping and how it facilitates concept development and reflection. Section

"Effective Classroom Assessment"; (4) "Assessment Approaches and Methods"; (5) "Evaluation Methods and Rules"; and (6) "Communication and Feedback Methods." A glossary is included. (Contains 23 references.) (SLD)

ED 429 990 TM 029 693

Stiggins, Richard J.
Classroom Assessment for Student Success. Student Assessment Series.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Instructional Effectiveness; *Performance Based Assessment; *Professional Development; School Effectiveness; Student Motivation; *Test Construction; Test Use

To make the transition from traditional assessment, which was often counterproductive, to an array of assessment applications that will be more constructive for students, teachers must expand their vision of the relationship between assessment and effective schools. Assessment must be used to inform classroom decision making, and it must become part of the instruction process. The following chapters lead educators through the process of finding a new view of assessment: (1) "Relating Assessment to Effective Schools"; (2) "Assessment and Student Motivation"; (3) "Achieving Excellence in Assessment"; (4) "Developing Assessment Literacy"; and (5) "A Professional Development Strategy." Appendixes contain suggested readings for learning teams and a list of standards for the self-evaluation of classroom assessment performance. (SLD)

ED 429 991 TM 029 694

Ediger, Marlow
Purposes in Learner Assessment.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Computer Assisted Testing; *Constructivism (Learning); Criterion Referenced Tests; *Educational Assessment; Norm Referenced Tests; *Portfolio Assessment; Standardized Tests; *Test Use

Different kinds of tests are given to determine student achievement. Standardized achievement tests are often used, but have many limitations. They may be useful in determining the content students should learn and its relevance for future learning and the curriculum. Criterion referenced tests eliminate a major weakness of standardized tests in that there are accompanying objectives teachers can use in teaching students. When a constructivist approach is taken to assessment, evaluation is based on contextual situations. The portfolio represents a constructivist approach that can really sample student achievement. Computer-based tests have many advantages, especially in the immediacy of feedback to students, but they also have limitations centering on the lack of opportunity for students to raise questions or have input

Implications for mathematics education for females are discussed. (Contains 6 tables and 62 references.) (SLD)

ED 430 012 TM 029 725

Kim, Seock-Ho; Cohen, Allan S.
Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
PUB DATE- 99
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; *Estimation (Mathematics); Item Response Theory; Markov Processes; Monte Carlo Methods; Simulation
IDENTIFIERS- *Gibbs Sampling; Parameter Identification

The accuracy of Gibbs sampling, a Markov chain Monte Carlo procedure, was considered for estimation of item and ability parameters under the two-parameter logistic model. Memory test data were analyzed to illustrate the Gibbs sampling procedure. Simulated data sets were analyzed using Gibbs sampling and the marginal Bayesian method. The marginal Bayesian method combined with the expected a posteriori estimation of ability yielded consistently smaller root mean square errors and better bias results than Gibbs sampling. (Contains 12 figures, 29 tables, and 56 references.) (Author)

ED 430 013 TM 029 726

Corral, S. Joseph
A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comparative Analysis; *Elementary School Students; Intermediate Grades; Music; *Music Education; Scores; Test Results
IDENTIFIERS- *California Test of Basic Skills; *Pullout Programs

The purpose of this study was to examine the effects of an instrumental music pullout program on student achievement. Two hundred and twenty-three students were divided into 2 groups. The first group consisted of 46 instrumental music students in grades 4 and 5. The second group consisted of 177 students who did not participate in the instrumental music program. A two-sample independent t-test analysis was used to determine if there was a significant difference between the test scores of the students who were excused from class for 30 minutes twice a week for instrumental music study and those who were not involved in the music program. It was hypothesized that there would be no significant difference between the test scores of the two groups or that the test scores of the music students would be higher than the nonmusic students as measured in five academic areas of the California Tests of Basic Skills: reading, language comprehension, mathematics comprehension, science, and social studies. Findings support the first hypothesis; that is, no significant difference exists between

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Cutting Scores; *Item Response Theory; *Mastery Tests; Monte Carlo Methods; Simulation
IDENTIFIERS- *Classification Tests; Dichotomous Variables; National Assessment of Educational Progress; Polytomous Items; *Sequential Probability Ratio Test (Wald)

The purposes of this study were to: (1) extend the sequential probability ratio testing (SPRT) procedure to polytomous item response theory (IRT) models in computerized classification testing (CCT); (2) compare polytomous items with dichotomous items using the SPRT procedure for their accuracy and efficiency; (3) study a direct approach in combining these two types of items in CCT; and (4) study a simple method to control item exposure rate in CCT. The Monte Carlo simulation technique was used, manipulating several independent variables. Item parameters from the 1996 National Assessment of Educational Progress (NAEP) science assessment were used, resulting in 247 dichotomous items and 266 polytomous items for the 3 NAEP grades. The results of using the three item pools (polytomous, dichotomous, and combined) were generally consistent. Items selected according to item information at the cutting theta resulted in the best classification accuracy and efficiency. Results show that polytomous items work well with SPRT in CCT. SPRT was also found to be a good procedure for mastery decision making. (Contains 2 tables and 14 references.) (SLD)

ED 430 034 TM 029 778

Narciss, Susanne
Motivational Effects of the Informativeness of Feedback.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; Concept Formation; *Feedback; Foreign Countries; Higher Education; *Knowledge Level; *Motivation; Undergraduate Students
IDENTIFIERS- Germany

The motivational effects of feedback types consisting of the same evaluative components, but differing in the informative components, were studied with 156 German undergraduates in a computer-based learning experiment. A concept-formation task was the learning material. Three feedback conditions were designed: (1) knowledge about result (low informativeness); (2) knowledge about mistakes (medium informativeness); and (3) knowledge on how to proceed (high informativeness). Results show that the informativeness of feedback exerts an influence not only on information processing but also on learner motivation. Greater informative value of the feedback was related to better performance, but the effects of the informativeness of feedback on the motivational variables were moderated by the motivational characteristics of the subjects. (Contains 4 figures and 22 references.) (SLD)

ED 430 035 TM 029 779

percentage of minority students has increased from 38.9% to 44.9%. In conjunction with increases in student enrollment, the number of schools has also risen, from 1,217 in 1990 to 1,326 in 1998. Twenty-eight tables contain data about Maryland's enrolled students. (SLD)

ED 430 055 UD 032 894

Walters, Donald L.
Big City Resource Inequalities: The Philadelphia Story.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual National Conference on Creating the Quality School (8th, Memphis, TN, March 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Equal Education; *Finance Reform; Financial Needs; Income; Public Policy; School District Size; School District Spending; *School District Wealth; State Legislation; *Urban Schools
IDENTIFIERS- *Philadelphia School District PA

The degree of inequality of selected fiscal variables between a big city school district (the school district of Philadelphia, Pennsylvania), and the top spending school districts in the same state was studied across time. Comparisons were made on the basis of size and location of districts and the following variables: expenditures, wealth, local revenue, state revenue, and federal revenue per student. The study was conducted during a period of conflict between the Commonwealth of Pennsylvania and the School District of Philadelphia over the state's funding of the district. Data were extracted from reports from the state department of education. Philadelphia educates 12% of the state's students. Study findings suggest that the state's efforts to compensate for the needs of the big city still leaves a wide gap between the fiscal capabilities of the big city and the state's 25 top spending districts. State legislators need to be aware that their actions on fiscal policy have much more impact on the big city than on the top spending districts, which are much more dependent on local politics. A glossary is attached. (Contains 2 tables, 5 graphs, and 11 references.) (SLD)

ED 430 056 UD 032 895

Karweit, Nancy L.
Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Attention; Comparative Analysis; Cooperation; Correlation; *Elementary School Students; *Grade Repetition; *Incidence; Low Achievement; Primary Education; *Student Motivation; Student Promotion; Time Factors (Learning)

This study investigates the correlates and consequences of grade repetition on student academic progress and social and emotional development using the first grade cohort data from the "Prospects" longitudinal database. Analyses looked at two types of comparisons, same age and same grade, on three

Neugebauer, Bonnie, Ed.; Neugebauer, Roger, Ed.
The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
PUB DATE- 98
NOTE- 191p.; For Volume 1, see PS 026 914.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Administrators; Business Administration; Day Care; *Day Care Centers; Early Childhood Education; *Leadership; Marketing; Parent School Relationship; Personnel Evaluation; *Personnel Management; Personnel Policy; Program Evaluation; School Community Relationship; Staff Development; *Teacher Administrator Relationship
IDENTIFIERS- *Educational Leadership

The second of two volumes intended for directors of early childhood organizations, this volume compiles selected articles for center directors from the first 20 years of the journal "Child Care Information Exchange." The articles cover personnel management, program development, and community relations. The articles are grouped into "chapters" as follows: (1) "Personnel Policies"; (2) "Recruiting and Selecting Staff"; (3) "Supervising and Developing Staff"; (4) "Developing Your Team"; (5) "Appraising Staff"; (6) "Evaluating Your Program"; (7) "Working with Parents"; (8) "Marketing Your Program"; and (9) "Community Outreach." A final chapter lists resources for directors.

ED 429 663 PS 027 054

Singer, Jerome L.; Singer, Dorothy G.
Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; At Risk Persons; Disadvantaged Youth; *Low Income Groups; Parent Child Relationship; Parent Education; Parent Influence; *Parent Participation; Parent Role; *Play; *Preschool Children; Preschool Education; Program Evaluation; *School Readiness; Student Behavior

A 2-year project was undertaken to develop, test, and distribute a video-based program to train low-income parents in engaging their 3- to 5-year-old children in highly motivating play techniques in order to enhance children's cognitive, social and motor skills for school readiness. An evaluation was conducted of the Year One phase of the training materials and procedures, and the effectiveness of the parent-training in leading to higher school readiness scores. The participants were the parents of 103 preschool children from inner city schools. The findings of the child assessments after 2 weeks of parent training indicate that children of parents who participated in the program showed significantly higher scores than the control children in the Total School Readiness Test, particularly in

DESCRIPTORS- Job Placement; *Job Training; *Mothers; *Parent Child Relationship; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Opportunities and Basic Skills Program

The Job Opportunities and Basic Skills Training Program (JOBS) is intended to enhance welfare recipients' employability through education, training, and job placement activities, and provision of Medicaid benefits and child care subsidies. The JOBS Observational Study compared outcomes findings to those from the New Chance Observational Study to examine whether the contrasting programs pose differing implications for mother-child interaction. The JOBS Observational study examined 370 families, using data collected in the JOBS Child Outcomes Study supplemented with detailed measures of the mother-child relationship derived from direct observation and interviews. Findings of the JOBS Observation showed mothers participating in the program exhibiting negative parenting behaviors and reactions to parenting as a result of the stress of participation. Findings were similar in the New Chance Observation, with some group differences. (Includes seven tables charting a comparison of selected features of JOBS and New Chance programs; baseline characteristics of the JOBS Observational Study sample; and statistical data.) (JPB)

ED 429 682 PS 027 427

Brown, Brett; Kirby, Gretchen; Botsko, Christopher
Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Child Behavior; Child Health; Child Welfare; *Children; Demography; Early Parenthood; *Family (Sociological Unit); *Social Indicators; *State Programs; State Surveys; Statistical Surveys; Substance Abuse; *Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- California; Florida; *Indicators; Massachusetts; Minnesota; Oregon; Vermont

During the 1990s, an increasing number of states have become interested in social indicators as basic tools of governance. Many states have been working aggressively to develop programs and initiatives that make systematic use of social indicators, and to develop the underlying data system to measure and track such indicators. This report reviews developments in six states: California, Florida, Massachusetts, Minnesota, Oregon, and Vermont. The report focuses on the underlying data systems and on the efforts to make the data accessible to a variety of users. Throughout, the focus is on social indicators of child and family well-being. Each state review includes: (1) a description of major programs which use social indicator data; (2) descriptions of the survey and administrative data sources used to measure and track social indicators; (3) an assessment of the strengths and weaknesses of the overall data system; (4) a list of existing sites and major publications reporting social indicator data; (5) a description of the training programs to educate users and staff in both the collection and proper use of social indicator data; and (6) a brief description of current challenges and future plans regarding the further development and use of social indicator data in the

Drawing upon extensive theoretical knowledge and decades of empirical research, this book traces changes in the structure and content of self-representations from early childhood through late adolescence. Chapter 1 includes a discussion of the self as subject (I-self) and object (Me-self) and describes the historical roots of contemporary issues involving self-development. Attention is first devoted to cognitive-developmental processes that represent I-self changes, which impact developmental differences in the nature of the Me-self in childhood (Chapter 2) and adolescence (Chapter 3). Chapter 4 examines developmental differences, focusing on self-affects such as pride, shame, and guilt as cognitive and social constructions. Chapter 5 examines the content, valence, and organization of self-evaluative judgments. Chapter 6 explores how the discrepancy/congruence between ideal and real self-concepts determines one's overall sense of worth. Chapter 7 deals with child-rearing practices leading to individual differences in the valence of self-attributes against a backdrop of models specifying how others' opinions are internalized. Chapter 8 presents a broader model of causes and consequences of self-worth, especially the constellation of negative consequences associated with low self-worth evident in depression. Chapter 9 focuses on factors leading to self-representations judged to be false, highlighting the inability to voice one's opinions. Chapter 10 deals with how abusive experiences with caregivers compromises the functionality of numerous I-self and Me-self functions. Chapter 11 discusses healthy adaptation as an integration of autonomy and connectedness. Chapter 12 deals with practical applications, including conceptual and methodological issues, in considering interventions to promote self-evaluations that involve both cognitive and social processes. Contains over 700 references. (KB)

ED 429 700 PS 027 519

Lamb-Parker, Faith, Ed.; Hagen, John, Ed.; Robinson, Ruth, Ed.; Clark, Cheryl, Ed.
Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 723p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Child Development; Child Health; Classroom Environment; Curriculum Development; Educational Technology; Fathers; Language Acquisition; Measurement Techniques; Mental Health; Migration; Parent Education; Parent Participation; Poverty; *Preschool Children; *Preschool Education; *Preschool Evaluation; Public Policy; Research Methodology; *Research Needs; Resilience (Personality); School Readiness; Special Needs Students; Staff Development; Student Evaluation; Teacher Student Relationship; Transitional Programs
IDENTIFIERS- *Project Head Start; Welfare Reform

This report summarizes the conference proceedings of the fourth Head Start National Research Conference. The focus of the conference was on creating a shared agenda for researchers, practitioners, and policy makers related to serving children and families in an era of rapid change. Keynote topics and policies, including psychological well-being, stability and turbulence, absent parent involvement, use of health and human services, and consumption; (3) aspects of the child's environment likely to be affected by previous variables, such as child care and home environment and parenting practices; and (4) child outcomes related to education, health and safety, and social and emotional adjustment. The remainder of the document consists of proposed survey questionnaires and other measures for each core construct. (KB)

ED 429 719 PS 027 543

Wertheimer, Richard F.
Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Comparative Analysis; Day Care; Early Childhood Education; *Employed Parents; Family Characteristics; *Family Income; Family Structure; Health Insurance; Parent Education; *Poverty; Racial Differences
IDENTIFIERS- Ethnic Differences; Survey of Income and Program Participation; Welfare Reform; *Working Poor

Although it is likely that there will be a substantial number of children who remain poor in spite of considerable work effort by their parents as families leave welfare roles, there has been relatively little research on children in working poor families. The primary purpose of this project is to develop a definition of working poor families and to provide a baseline of descriptive information about them. The primary data sources for the study were the 1987, 1988, and 1990-1993 panels of the Survey of Income and Program Participation and the Current Population Survey for 1996 and 1997. The findings indicated that children were much less likely to be poor if they were living in a working family. Over time, there was a rough balance between the number of children entering and the number leaving poverty, and children whose parents met the work standard had higher odds of leaving poverty and lower odds of entering poverty. There were racial/ethnic and family structure differences in the percentage of poor children whose families met the work standard. There were substantial differences between working poor families and poor families not meeting the work standard with respect to family structure, education, home ownership, health insurance coverage, car ownership, and child care costs. There were also important differences between working poor families and more prosperous working families in terms of home and car ownership, paid child care participation, and health insurance. (Contains 32 references.) (KB)

ED 429 720 PS 027 544

Weingartner, Paul L.
ADHD Handbook for Families: A Guide To Communicating with Professionals.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Enriching Children's Out-of-School Time. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; After School Education; *After School Programs; Community Programs; Cooperative Programs; Elementary Secondary Education; *Enrichment Activities; Extended School Day; Extracurricular Activities; *Financial Support; *Learning Activities; Partnerships in Education; Program Descriptions; Supplementary Education
IDENTIFIERS- ERIC Digests

School-age children between the ages of 5 and 14 spend up to 80% of their time out of school. These hours represent an opportunity to help children grow and acquire important social, emotional, cognitive, and physical skills and to help them develop lifelong interests. This time can also be used to provide support for the academic challenges faced by children each day in school. Out-of-school time programs provide opportunities for young adolescents to learn skills that are not usually acquired in school, such as athletic and artistic performance skills. Programs may also extend and enrich academic skills by enabling participation in a debate club or computer club. This Digest examines two broad categories of enrichment programs--extracurricular and academic enrichment--and describes specific programs, such as the Art Moves Us program in Santa Fe, New Mexico, and LA's BEST in Los Angeles, California. The Digest also discusses program funding opportunities and gives examples of specific programs such as the MOST Initiative in Boston, Chicago, and Seattle. (LPP)

ED 429 738 RC 021 888

Montgomery, Diane, Ed.
Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
PUB DATE- 99
NOTE- 447p.; For selected individual papers, see RC 021 889-937.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Distance Education; Elementary Secondary Education; *Gifted; Higher Education; Mainstreaming; Minority Groups; Parent Participation; Preschool Education; Professional Development; Regular and Special Education Relationship; *Rural Education; *Special Education; Special Education Teachers; Teacher Collaboration; *Teacher Education; Transitional Programs

This proceedings, containing 69 paper and poster presentations, focuses on innovation and hope with a glance to the future. The conference was planned to include theoretical discussions, current research findings, and promising practices based on sound evidence. Current issues in special education include the use of technology, integrating theory and practice for all ages, and effective professional development. The proceedings is organized to correspond to conference strands: at-risk students, collaborative education models, early childhood plans, consideration of the child's linguistic needs or need for assistive technology, and design of transition services. (CDS)

ED 429 755 RC 021 905

Rude, Harvey; Gorman, Roxanne
Systemic Thinking To Support Dine Education.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Change Strategies; Culturally Relevant Education; Educational Change; Elementary Secondary Education; *Navajo (Nation); Rural Education; *Systems Approach; Tribally Controlled Education
IDENTIFIERS- *Systemic Educational Reform

This paper describes systemic thinking in support of the recently established Navajo Nation Rural Systemic Initiative (RSI). The RSI aims to create a standards-based student-centered teaching and learning environment in mathematics, science, and technology in the 173 elementary and secondary schools on or near the Navajo Nation, including public, private, and Bureau of Indian Affairs (BIA) schools. The convergence of limited resources within the service area is intended to address the complexities of standards-based reform in a very rural area lying within Utah, Arizona, New Mexico, and territory served by the BIA. The RSI has six priorities (program "drivers"): (1) student attainment and achievement (data collection through indirect measures, process measures, and criterion-referenced and norm-referenced tests); (2) strategies to close the gap between Navajo and non-Navajo students (integration of Navajo and Western knowledge, use of Navajo role models, career exploration); (3) culturally relevant curriculum and assessment and use of Dine (Navajo) philosophy in teacher preparation programs; (4) educational policy and procedures consistent with Navajo self-determination; (5) resource convergence (partnerships, networking, recognition of promising practices); and (6) cultivation of broad-based support across educational, business, and government/services sectors of the Navajo Nation. A table compares traditional and systemic thinking about large-scale change and improvement efforts. (SV)

ED 429 756 RC 021 906

Tate, Jim
The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Educational Assessment; Educational Quality; Higher Education; Practicums; *Program Guides; *Special Education; Special Education Teachers; *Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Council for Exceptional Children

Student teaching handbooks from seven state-supported institutions of higher education that offered special education as a major in preservice teacher education programs were studied to determine the extent to which Council for Exceptional Children (CEC) standards for student teaching experiences were incorporated into teacher preparation programs. The institutions were located in Utah, South Dakota, South Carolina, Nebraska, and Pennsylvania and enrolled less than 10,000 full-time undergraduate students. A 5-point Likert scale was used in the evaluation with 5 indicating complete congruence between a CEC standard and a handbook requirement, and 0 indicating no congruence between the two. There was little congruence between the handbooks and the CEC standards, with only one standard in the handbooks, length of the student teaching experience, awarded a mean score higher than 3. The handbooks were awarded mean scores between 2 and 3 on four CEC standards that generally dealt with the structure of the student teaching experience. On five standards concerning the objectives of a student teaching experience, the handbooks were awarded scores between 1 and 2. Mean scores between 0 and 1 were awarded to the handbooks on five standards that addressed the qualifications of the professionals involved, the quality of the sites, and the placement of student teachers in the sites. Only two of the handbooks were written specifically for student teaching in special education. Appendices include CEC standards for clinical experiences and a demographic questionnaire completed by the special education programs. Contains 11 references. (TD)

ED 429 772 RC 021 922

Miller, Kevin J.; Wienke, Wilfred D.; Friedland, Billie
Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; *Inservice Teacher Education; Learning Disabilities; Professional Development; Program Evaluation; *Regular and Special Education Relationship; *Rural Education; *Special Education; Teacher Attitudes; *Teacher Competencies
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

Sixteen rural K-12 regular education teachers from West Virginia, Maryland, and Pennsylvania completed a certification program focusing on inclusive practices for successful integration of special education into regular education classrooms. Data on competency acquisition and use were collected prior to participation and 6 months following completion. Eleven

PUB DATE- 97
NOTE- 177p.; For selected individual papers, see RC 021 944-954.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Students; Elementary Secondary Education; Foreign Countries; Geographic Isolation; Higher Education; Rural Areas; *Rural Education; Rural Schools; Rural Youth; Student Attitudes; *Teacher Education
IDENTIFIERS- *Australia

This conference proceedings of the Society for the Provision of Education in Rural Australia (SPERA) contains 19 presentations and workshops. An introductory section includes SPERA's mission, goals, and history; a brief welcome address by SPERA president Sheila King; a list of past conference proceedings; and abstracts of presentations. The presentations are: (1) "Celebrating Connnectedness" (Robin Maslen); (2) "Successes of a Rural University: Whyalla Campus, University of South Australia" (Jim Harvey); (3) "Health and Safety for Young People in Rural Areas" (Stephen Parker); (4) "Self-Esteem in Rural Schools: Dreams and Aspirations" (Deidra J. Young); (5) "Rural and Remote Professional Practice Placements for Children's Studies Students" (Stephanie Jackiewicz, Rosa Lincoln, Kristen Brockman); (6) "First Year University in Retrospect: The Voices of Rural Students" (Brian Hemmings, Doug Hill, David Ray); (7) "Rural Students Continuing Their Studies in University Contexts" (Brian Hemmings, Russell Kay, Doug Hill); (8) "Leigh Creek Area School-Royal Zoological Society of South Australia Yellow-Footed Rock-Wallaby (Andu) Reintroduction Project" (Colin Murdoch, Katie Bedding); (9) "Delivering the Arts Curriculum in Isolated Settings: Outback Eisteddfod" (Ray Marino); (10) "Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities" (Ian W. Gibson, Sheila King); (11) "Incidental Education (for Women) in Rural Communities" (Valmai Crosby); (12) "Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching" (Colin Boylan, Juhani Tuovinen); (13) "Literacy Networks in the Community" (Karen Gardner, Sue Fairley, Henry Condon); (14) "A Picture Postcard Perspective of Rural Communities" (Sheila King); (15) "Identification of Barriers That Confront Rural Students Entering the University System" (Jennifer Roe); (16) "The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation" (Katrina Mason); (17) "A Focus on Rural Australia for Students at the University of Ballarat" (Keith Moore); (18) "Forum: Student Reflection on Successful Rural Education" (Carrie-ann Mickan, Neralie Rowan); and (19) "What Is Ag-Ed?" (Judy Lindley). (SV)

ED 429 789 RC 021 944

Young, Deirdra J.
Self-Esteem in Rural Schools: Dreams and Aspirations.
PUB DATE- 97
NOTE- 25p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Classroom Environment; Foreign Countries; Geographic

ED 429 806 SE 062 021

Dougherty, Barbara; Young, Donald B.
Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Knowledge Base for Teaching; *Mathematics Education; *Professional Development; Program Implementation; *Science Education; *Teaching Methods

States, school districts, and individual schools have created standards that indicate what content teachers should teach and students should learn. This document suggests that in order to have substantive effect in mathematics and science classrooms, other components must be addressed and linked to the content standards which include establishing criteria for selecting programs or materials, building a common vision for instruction, prioritizing funds, setting up appropriate teacher professional development exercises, constructing student assessments aligned with the standards, and articulating policies about resources. This briefing paper describes program and system standards and shares implications for their use. Contains 11 references. (ASK)

ED 429 807 SE 062 036

Bainer, Deb; Barron, Pat; Cantrell, Diane
SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Elementary Education; *Elementary School Science; Elementary School Teachers; *Environmental Education; *Faculty Development; Hands on Science; Inquiry; Inservice Teacher Education; Institutes (Training Programs); Integrated Curriculum; *Partnerships in Education; Science Instruction; Thematic Approach; Water Resources
IDENTIFIERS- Ohio; *Watersheds

Sciencing with Watersheds, Environmental Education, and Partnerships (SWEEP) is a professional development program designed to help elementary teachers improve the way they teach science using partnerships among teachers and resource professionals. SWEEP follows a thematic approach using watersheds as the core concept of an integrated elementary curriculum. The program involves a four-day intensive summer institute for teams of one to four teachers representing one school building. During the institute, teachers team with intervals. The teacher employed a wide variety of task designs applying strategies such as concept mapping, group investigation, games and tournaments, and models such as the learning cycle and Driver's 5-stage conceptual teaching model. The teacher-student interactions that evolved from whole-class discussions were found to differ in the ownership of scientific talk. (Contains 10 references.) (Author/WRM)

ED 429 825 SE 062 387

Hammrich, Penny L.; Richardson, Greer M.; Livingston, Beverly
The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Females; *Mathematics Education; *Science Education; Sex Discrimination; *Sex Stereotypes; *Teacher Attitudes; Urban Education

The research presented in this paper is part of a larger study that focused on increasing elementary school girls' attitudes toward and achievement in science and mathematics. Teachers from inner-city Philadelphia (n=21) participated in the Sisters in Science Program during the 1997-98 school year. This report presents teachers' reflections and dialogue concerning the conceptions they held of teaching science and mathematics as they confronted the issue of equitable practice while participating in Sisters in Science. Contains 59 references. (WRM)

ED 429 826 SE 062 389

Saurino, Dan R.; Hinson, Kenneth; Bouma, Amy
Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; At Risk Persons; Elementary Education; *Grade Point Average; *High Risk Students; *Student Teaching; *Teaching Methods

This paper focuses on the use of a group action research approach to help student teachers develop strategies to improve the grade point average of at-risk students. Teaching interventions such as group work and group and individual tutoring were compared to teaching strategies already used in the field. Results indicated an improvement in the grade point averages of at least half the students. Four main observations were made through the study. First, students in the study group exhibited a variety of learning styles and responded differently to group work and tutoring. Some students learned better in group situations while others liked to work independently or in individual tutoring sessions. Secondly, new teachers working in

DESCRIPTORS- Chinese Americans; *Cognitive Ability; *Cross Cultural Studies; Early Childhood Education; Foreign Countries; Grade 1; Kindergarten; Mathematics Achievement; *Parent Attitudes; Parent Child Relationship; Parent Participation; Preschool Tests

IDENTIFIERS- China (Beijing); Chinese People; New York City Board of Education

Informal and formal mathematical abilities were studied in the preschool, kindergarten, and first grade children in Beijing, China and Chinese-American children in New York City. Test of Early Mathematical Abilities-2nd Edition (TEMA-2) was administered to the three groups of children (children from Beijing, Chinese-American from lower-class, and Chinese-American from middle-class families). A parent questionnaire was also used to examine parents' attitudes toward their children's learning in the early school years and the nature of parent-child interaction at home. Results indicate that with regard to informal mathematical knowledge, preschool children in Beijing outperformed their Chinese-American peers from lower-class families. Chinese-American preschoolers from middle-class families did equally as well as those from Beijing in the overall informal mathematics. At the kindergarten level, children from Beijing outperformed Chinese-American children from both lower- and middle-class families in overall informal mathematics but not in formal mathematics. At the first grade level, a significant difference was found in formal mathematics with children from Beijing performing significantly better than Chinese-American children from both lower- and middle-class families. Responses from the parent questionnaire suggest similarities in terms of values, expectations, and the nature of parent-child interactions among the three groups. Factors that do and do not seem to explain performance differences among the groups are also discussed. Contains 13 references. (Author/NB)

ED 429 847 SE 062 546

Lubienski, Sarah Theule

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.

PUB DATE- 99

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Databases; Disabilities; *Educational Research; Elementary Secondary Education; *Ethnicity; *Mathematics Education; *Research Needs; *Sex Differences

This study provides a broad look at mathematics education research published since 1982. The Educational Resources Information Center (ERIC) database was utilized to count and categorize over 3,000 articles from 48 educational research journals, with particular attention to equity issues. Results reveal the number of articles relating to ethnicity, gender, class, and disabilities, as well as intersections among these groups. The study also examines the attention given to various grade levels, mathematical topics, and general educational topics, both in the overall pool of articles as well as in conjunction with each equity group. Results are compared across journal types as well as between the pool of mathematics education research and the entire ERIC database. It is for the discrepancies are examined. Analysis of the program across gender, ethnic , and geographic lines identifies places where adult learners have been able to find safety, inspiration, and guidance. However, it is noted that the literacy program does not provide skills beyond decoding text, and does not help adults become upwardly mobile. Speaking to relationships among adult education, empowerment, and social transformation, the paper focuses on why the program has not been more effective in educating Botswana's citizens. Contains 18 references. (BT)

ED 429 868   SO 029 424

Andrews, Sharon Vincz
Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 96
NOTE- 42p.; Portions of this grant report were presented at the National Council of Teachers of English Midwinter Research Conference (Chicago, IL, February 1997) and at the Annual Meeting of the Association of American Colleges of Teacher Education (Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Childrens Literature; *Citizenship Education; *Civics; *College School Cooperation; Cultural Pluralism; Democracy; Elementary Secondary Education; Higher Education; Language Arts; Partnerships in Education; Professional Development Schools; Public Education; *Public Schools; Social Studies; *Values Education

A 200-year journey has taken the United States from individualism to democratic community toward a global society. The struggles of this heritage are not evident unless political culture, literature of struggles, and diverse cultural contributions are presented as a whole. The focus of this project is the question: can public education secure and teach common values, such as respect for individual self-worth, cooperation and conflict resolution, justice and compassion and at the same time respect diversity? To appreciate the struggles of U.S. heritage, basic literature of democracy was integrated with democratic teaching methods. A collaborative network of 13 Professional Development Schools (PDS), partnered with professors from Indiana State University, created an institute to enrich the teaching of literature, history, and government for K-12 teachers. Three methods were used: (1) the study of the evolution of democracy by reading and discussing key texts and documents in the humanities; (2) the demonstration and experiencing of democratic teaching methods in the context of the institutes; and (3) the exploration of important texts in K-12 literature that deal with key values of democratic living. This report outlines the curriculum and teachers' responses to important events of the institute and gives a sense of the "lived through" democracy that evolved. (BT)

ED 429 869   SO 029 425

Decker, Todd
Ideas from the Other Side of the Desk: Student Evaluations.
PUB DATE- 97

and contexts; teacher and student worksheets; suggested classroom activities; and additional resources. Chapters include: (1) "Philosophy, Aesthetics, and Children"; (2) "Aesthetic Theories and Philosophical Questions"; (3) "Wonder, Inquiry, and the Philosophical Dialogue"; (4) "Generating Questions for Philosophical Inquiry"; (5) "Activities for Philosophical Inquiry"; (6) "Activities for Introducing and Practicing Skills"; and (7) "Philosophical Inquiry and the Art Curriculum." An appendix contains philosophical questions, worksheets, activities, additional resources, and an index. (MM)

ED 429 888 SO 029 827

Beattie, Donna Kay
Assessment in Art Education. Art Education in Practice Series.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Units of Study

Major topics in the field of assessment measurements are described in this text. Focus is on appropriateness for use in the art classroom. The volume prepares teachers to address assessment effectively as it relates to their own art classroom practices. Familiar art assessment strategies and procedures are presented along with new insights about other different and highly successful art education assessment systems. The strategies delve deeper than the assessment of content-based knowledge. Important thinking processes that are central to making and appraising art are highlighted. Chapters include: (1) "Introduction to Art Assessment"; (2) "Performance Assessment Strategies"; (3) "Traditional Strategies: Tests, Questionnaires, and Visual Identification"; (4) "Scoring and Judging Strategies"; (5) "Formative Assessments"; (6) "Summative Assessment"; (7) "Art Assessment Guideline"; and (8) "Validity and Reliability." An appendix includes charts of skills and scoring rubrics, performance strategies, achievement checklists, and checklists for the teacher. A bibliography and an index conclude the text. (MM)

ED 429 889 SO 029 828

Barrett, Terry
Talking about Student Art. Art Education in Practice Series.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Criticism; *Art Education; Elementary Secondary Education; Units of Study

This volume offers strategies for getting K-12 students to examine and discuss the works of art they and others make. Using the traditional college-level critique as a preliminary model, approaches for engaging younger learners in critical discussions are presented. A sampler of critiques offers a range of practical ideas and activities for classroom use. The text also gives realistic critical performance goals for students of different ages and circumstances. Guidelines for

Approach; Junior High Schools; Learning Strategies; *Public Schools; Student Development; *Student Needs
IDENTIFIERS- Curriculum Emphases

This paper considers how well today's young adolescents are prepared for their future roles as citizens, noting that the public schools have a unique opportunity to positively affect their students' civic knowledge, values, and behaviors. The paper contends that recent research suggests that the next generation of citizens may lack the knowledge, attitudes, values, and social awareness that were once viewed as crucial. It discusses what civic literacy means and outlines the basic requirements for citizenship. The paper advocates using an interdisciplinary civics curriculum to teach students how to grasp the essential elements of a problem or issue, consider the consequences of various alternatives, and make decisions that are based on a concern for society as well as individual self interest. The paper contends that the educational system and curricula must do a better job of helping students to think critically, resolve conflicts, cooperate, communicate, and gather and synthesize information. Eight recommended curriculum goals are outlined and then discussed in detail. The paper also suggests nine effective instructional strategies to help ensure the success of the civics course. According to the paper, students who complete such a multidisciplinary course should achieve a substantial number of learning goals. For example, they should know the historical foundations and the structure of U.S. political, legal, economic, and social systems; they should understand basic societal goals and values; and they should have improved attitudes toward democracy and their future roles as citizens. Contains 14 references, and 2 lesson plans with student handouts. (BT)

ED 429 910 SO 030 641

Davidson, Fiona M., Ed.; Leib, Jonathan I., Ed; Shelley, Fred M., Ed; Webster, Gerald R., Ed.
Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foreign Countries; *Global Approach; Higher Education; *Human Geography; *International Relations; Learning Activities; Learning Strategies; Secondary Education; Social Studies; Writing Assignments
IDENTIFIERS- *National Geography Standards

The essays in this collection originated at a symposium on the teaching of political geography focused on the implementation of Standard 13 (National Geography Standards), "How the forces of cooperation and conflict among people influence the division and control of earth's surface." The 16 chapters (or essays) in the collection are: (1) "Teaching Political Geography" (Fiona M. Davidson; Jonathan I. Leib; Fred M. Shelley; and Gerald R. Webster); (2) "Dividing Earth Space: The Political Geography of Europe, 1900-2000" (Brian W. Blouet); (3) "National Standards and National Socialism: The Political Geography of the Nazi Party Vote and Teaching toward the Geography Standards" (Colin Flint); (4) "A New Europe? The European Union and the Regions: The Case of Scotland" (Fiona M. Davidson); (5) "When Walls Come

PUB DATE- 98
NOTE- 101p.; For the first year's report, see SP 038 418.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Annual Reports; *Computer Uses in Education; Curriculum Development; Educational Change; Educational Improvement; *Educational Quality; *Educational Technology; Excellence in Education; Faculty Development; High Risk Students; High Schools; *Integrated Curriculum; Middle Schools; Partnerships in Education; Program Evaluation; Public Schools; Teacher Improvement; Teachers
IDENTIFIERS- Nebraska

This annual report for budget year October 1, 1997-September 30, 1998 describes year 2 of the Connections Project within the Seward, Nebraska public schools. This project (a technology challenge grant) provided four major activities to help Nebraska middle and high school teachers, mentors, and community members enhance student learning through integrated curricula supported by technology. The activities included professional development for teachers to support their use of integrated curriculum and technology, curriculum development activities, community connections programs, and statewide and national dissemination of 400 project curriculum models and resources through a website and CD-ROM. The project was intended to increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to help colleagues in effective use of curriculum integration and technology, improved achievement by high risk students, and creation of a national and statewide learning community of middle and secondary school teachers. Attached to the report are copies of project planning, funding, implementation, and evaluation materials. (SM)

ED 429 932 SP 038 420

Kudva, Pramila
Relevance of a Knowledge Base for a Teacher as a Professional.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Integrity; *Knowledge Base for Teaching; Teacher Competencies; Teacher Qualifications; Teachers; Teaching (Occupation)
IDENTIFIERS- India; *Professionalism; Professionalization of Teaching; *Teacher Knowledge

Education provides the opportunity to face social change, and a teacher's role in this process is significant. Until recently, teacher expertise was defined only in terms of knowledge of the subject taught, and teaching itself was not considered a professional activity. This paper describes the entailment of a teacher's profession, examining the difference between professionalism and amateurism. After discussing the importance of integrity in teaching and the relationship of integrity to professionalism, the paper explains the need to have a strong knowledge base in order to move forward and improve. If teachers do not equip themselves with the necessary knowledge and attitudes about change, they will be left behind as change occurs. Teachers are the key to quality education and must be

Given this scenario, the paper argues that all forms of flexible and open learning will play increasingly more significant roles in teacher education. The paper suggests that traditional institutions developed around teacher education to serve the needs of the 20th Century are wholly inadequate for the 21st Century; the implicit and explicit models of development are insufficient to meet the changed circumstances of most national contexts; and developing a research agenda to inform the processes of institutional change and rebuilding is an urgent priority. The paper explores the scenario for development by emphasizing the interrelated but contrasting movements toward: globalization of debate provided by the emergence of new interactive technology; localization of action through giving greater prominence to making the school a more central site for learning in teacher education; and emergence of new forms of professional communities of practice working through new modes of communication. The paper concludes by exploring key dilemmas that will occur in the transformation of teacher education and institutions of teacher education in the coming decades. (Contains 54 references.) (SM)

ED 429 951 SP 038 447

Seaman, Janet A.; Corbin, Chuck, Ed.; Pangrazi, Bob
Physical Activity and Fitness for Persons with Disabilities.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Adapted Physical Education; Athletics; Body Composition; Cardiovascular System; *Disabilities; Elementary Secondary Education; Inclusive Schools; Life Style; Mainstreaming; Muscular Strength; *Physical Activities; *Physical Activity Level; *Physical Fitness; Recreational Activities; Regular and Special Education Relationship
IDENTIFIERS- Flexibility (Psychomotor)

Historically, the approach to physical activity for people with disabilities has been couched in medical rationale and focused on rehabilitation. This does not account for physical activity for the joy of it as in play, exercise to improve or maintain fitness, or activity required in employment. The new paradigm of healthy, active lifestyles for people with disabilities is one of inclusion and integration. Today, adapted physical education programs in the schools include games, sports, rhythms, and aquatics suited to the individual needs, capabilities, and limitations of students with disabilities. This paper focuses on the benefits of physical activity and physical fitness for people with disabilities, the challenges to becoming physically active, and the effects of disabilities on health-related fitness components (cardiovascular fitness, muscular strength, flexibility, and body composition). The paper also discusses how communities can promote physical activity and fitness programs for people with disabilities. It examines the move to inclusive education for students with disabilities, and it considers issues related to sports for people with disabilities. A list of pertinent professional organizations is included. (Contains 25 references.) (SM)

ED 429 952 SP 038 448

Heide, Tuula; Kozicki, Kim; Pedras, Melvin J.
Mapping Education for the New Millennium: A UI Perspective.
PUB DATE- 99

4 examines concept mapping attributes. Section 5 defines learning environments and notes the attributes of REALs. Section 6 focuses on knowledge arenas and REALs, highlighting two consequences of what can be learned by using the knowledge arena as an example of a learning environment (the knowledge arena facilitates communication, and concept mapping influences the acquisition of cognitive skills in a knowledge arena). The paper concludes that concept mapping, construed as a knowledge arena, makes a useful contribution to understanding REALs and understanding learning. Similarly, REALs provide a useful framework for understanding concept mapping. (Contains 56 references.) (SM)

ED 429 971 SP 038 474

History of Benefit Improvements, '37-'97.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Public Schools; *Retirement Benefits; State Government; *State Legislation; Teacher Employment Benefits; *Teacher Retirement; *Teachers
IDENTIFIERS- Texas

This booklet provides a history of teacher retirement benefits in the state of Texas from 1937-97, offering highlights of important state legislation related to retirement and its benefits. In 1936, Texas citizens approved an amendment to the Texas constitution establishing a retirement system for public school employees. Enacting legislation passed by the 45th Texas legislature put the Teacher Retirement System of Texas in business in 1937. The legislation limited membership to persons employed in professional and business administration, supervision, and instruction. Over the years, membership has been extended and retirement benefits have been increased. Various changes in retirement law have provided major benefit improvements to members. Legislation has also altered how benefits are paid, how much the state contributes, member contributions, survivor payments, disability payments, and annuity increases. (SM)

ED 429 972 SP 038 475

Ackley, Blaine C.; Balaban, Gerald M.; Pascarelli, Joseph T.
The Efficacy of Teacher Education in an Alternative Program.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Graduate Study; Higher Education; Mentors; *Nontraditional Education; Preservice Teacher Education; Program Effectiveness; Self Esteem; *Teacher Attitudes; Teacher Characteristics; Teacher Influence; Teachers
IDENTIFIERS- University of Portland OR

This study investigated the effect of an alternative teacher preparation program on participants' attitudes and beliefs regarding personal attributes and characteristics they into the curriculum. Many problems remain to be resolved with regard to assessing student attainment, but new ways to assess student achievement are definitely needed. (Contains nine references.) (SLD)

ED 429 992 TM 029 695

Bruckerhoff, Charles; Bruckerhoff, Theresa
Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
PUB DATE- 98
NOTE- 39p.; For the summative evaluation through 1996, see ED 406 402.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Technology; Elementary Secondary Education; Low Income Groups; *Mathematics Education; Minority Groups; *Partnerships in Education; Program Evaluation; *Science Education; State Programs; Urban Schools
IDENTIFIERS- *Connecticut; Reform Efforts

This is the year-end evaluation for fiscal year 1998 of the Connecticut Statewide Systemic Initiative (SSI), known as Project CONNSTRUCT. The Connecticut Academy for Education in Mathematics, Science, and Technology is the fiscal agent for the SSI grant from the National Science Foundation. Data collection methods for this evaluation included interviewing key participants, observing activities and events organized or sponsored by the Academy, conducting surveys, analyzing student assessment data, and collecting relevant documents. The accomplishments of the Academy in this 7th year of operation include: (1) establishment of accountability procedures; (2) organization of a statewide technical assistance program to help school districts; (3) publication of mathematics and science program evaluation guides; (4) progress toward completion of an assessment project for science achievement; (5) organization and coordination of professional development services for teachers; and (6) solicitation of proposals from major technology corporations for partnerships to design an educational information management system. Information from a variety of sources indicates that the Connecticut Academy is making significant progress toward its goals for educational improvement and teacher professional development. Some issues for future program development are discussed. (SLD)

ED 429 993 TM 029 701

Camarena, Margaret M.
Developing Stakeholder Engagement To Support School Reform.
PUB DATE- 99
NOTE- 52p.; "Design by Marilyn Zimmers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Educational Planning; Elementary Secondary Education; Needs Assessment; *Participation; Problem Solving; *Program Development; Research Methodology
IDENTIFIERS- Reform Efforts; *Stakeholders

This document is the first of a series that will address five the scores of instrumental music participants and nonparticipants. (Contains four tables.) (Author/SLD)

ED 430 014 TM 029 727

Kim, Ahyoung; Lim, Eun-Young
How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Cross Cultural Studies; *Elementary School Students; Foreign Countries; Intermediate Grades; *Test Construction; Test Format; *Translation
IDENTIFIERS- *South Korea

The purpose of this study is to compare the effectiveness of three types of practices applied in Korea in enhancing the validity and equivalency of test instruments when cross-cultural adaptation of attitude measures is necessary. The three types of practices are: (1) translation and review (translation version); (2) translation, back translation, and review (back translation version); and (3) translation, back translation, review, and empirical validation study (validation version). The focus was on the relative effectiveness of back translation applied to the construction of Korean versions of instruments. Participants were 734 fifth graders from 3 public elementary schools in Seoul (Korea). Responses on the three test versions and two other motivation scales were collected within a 3-week period at approximately 1-week intervals. Results show that the back translation version is superior to the translation version in terms of its similarity to the validation version and construct-related evidence. However, results from item-response theory analyses reveal that the quality of the translated items is similar. The nature of adapted attitude scales is discussed. Appendixes contain the Academic Failure Tolerance Scale (M. Clifford 1988, 19991) and two back translation versions. (Contains 13 tables and 33 references.) (Author/SLD)

ED 430 015 TM 029 728

Frye, Barbara J.; Fugerer, Barbara; Harvey, Shelby; McKay, Lyn; Robinson, Oscar
SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Action Research; Data Analysis; Data Collection; Educational Assessment; Elementary Secondary Education; Models; *Teacher Empowerment

The Student Achievement Mode (SAM) gives teachers a system for collecting and analyzing data in order to increase student achievement in classrooms and schools. Developed in 1 school, the model is currently used in 63 elementary and 8 secondary

Sanford, Eleanor E.; Fabrizio, Louis M.
Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Grade 8; *Judges; Junior High Schools; *Mathematics Tests; National Surveys; *Test Results; *Testing Programs
IDENTIFIERS- Experts; *National Assessment of Educational Progress; *North Carolina End of Grade Testing Program; State Competency Tests

The North Carolina End-of-Grade (NCEOG) Test of Mathematics, Grade 8 was compared to the National Assessment of Educational Progress (NAEP)--Grade 8 along three dimensions: technical, content, and cognitive. An expert panel of six judges (mathematics educators) examined the supporting documents, the content frameworks, the items, and actual test forms to determine the level of congruence between the two assessments. Although differences were observed between the two assessments on each of the three dimensions, they were not enough to explain the differences in student performance on the assessments. The most important result of the study was a clearer understanding of the NCEOG, and following that an improved understanding of the NAEP. Further research to investigate the differences between the two assessments is outlined. (Contains 4 tables and 14 references.) (SLD)

ED 430 036 TM 029 780

Haenn, Joseph F.
Measuring Achievement Growth in an 18-Day Summer School Session.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Elementary Education; Grade Repetition; Grade 5; Grade 8; Low Achievement; Measurement Techniques; *Pretests Posttests; Program Effectiveness; *Summer Programs; *Test Construction
IDENTIFIERS- Durham County School District NC; North Carolina Competency Tests

In 1997 the Board of Education of the Durham (North Carolina) Public Schools passed a policy that required all students performing below grade level on the Eighth Grade Competency Test in either reading or mathematics to attend summer school and demonstrate progress in order to be eligible for promotion to the next grade. This requirement was later extended to fifth grade students as well. Tests were constructed to measure student growth in mathematics during the summer school session. Differences between results on the test taken as a pretest and as a posttest were used as a measure of growth for each student. The average student gained between 3 points (grade 5) and 3.5 points (grade 8) in mathematics during the 15 days of instruction between the pretest and posttest. Over 76% of fifth contrasting groups of students: (1) retained students versus all never retained children; (2) retained students versus all never retained students adjusting for factors that influence retention; and (3) retained students versus a low-achieving sample of nonretained children. In this study, consequences of grade retention on social and emotional development were measured by teacher rating of student attention, cooperation, and participation. Patterns of differences between retained and promoted students varied somewhat with the sample used and whether same age or same grade comparisons were being made. Differences in ratings of attention/motivation to learn, however, were consistently observed prior to retention. These differences were consistently reduced after retention across the various samples and comparisons being made. Differences between ratings of cooperation and participation prior to and following retention were not as striking or as consistent as those for attention/motivation. Comparison of the experiences, classroom organization, instructional content, and approaches in the regular and retained year found the two years highly similar in many dimensions, suggesting that grade retention does amount to repeating the same grade. Implications for practice are discussed. Six appendixes provide study data and detailed analyses. (Contains 40 exhibits and 14 references.) (SLD)

ED 430 057 UD 032 896

Lewis, Sharon; Williams, Adriane; Naik, Manish; Casserly, Michael
Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Educational Change; Elementary Education; Federal Aid; *Federal Legislation; School Districts; *Standards; *Urban Schools
IDENTIFIERS- *Council of Great City Schools; *Elementary Secondary Education Act Title I; Reauthorization Legislation; Reform Efforts

The impact of changes in the 1994-95 reauthorization of Title I of the Elementary and Secondary Education Act on the operations and effectiveness of Title I programs in the Great City Schools was studied through a survey of urban school districts. Responses were submitted by 34 school districts, representing approximately 23% of the Title I student population. Survey findings indicate that the 1994-95 reauthorization of Title I had a substantial impact in the member districts of the Council of Great City Schools in terms of those served by the program, how it is operated, and the results it achieves. The number of students and schools benefiting from the program increased significantly, a growth that was partly the result of increased funding and partly the result of changing the eligibility of schools designated as "schoolwide" program sites. The number of eligible students in private schools increased, as did the number of private schools served. The survey also shows that a number of urban school districts also have content and performance standards in place for their Title I students, indicating that the work that has been done to raise standards in urban schools since the reauthorization has been significant. These findings are a progress report on Title I in urban schools, but do not represent the results from a complete the areas of vocabulary, nature knowledge, general information, and awareness of good manners. This suggests that types of play-training methods and materials developed for the project can impact the ability of low-income parents to enhance their children's cognitive and social skills. (Twelve appendices include a list of participating schools, data on the child care centers, and copies of testing instruments and data collection materials.) (JPB)

ED 429 664 PS 027 071

Korkatsch-Groszko, Maria
How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Children; Elementary Education; Family Environment; *Learning Activities; Parent Child Relationship; *Parent Participation; *Parent Student Relationship; *Parent Teacher Cooperation

Through interaction with their children and experiences they provide for them, parents can influence and guide children's growth, development, and learning process. This paper, in English- and Spanish-language versions, lists several ways parents can support their children's learning. The paper first notes that parents can establish a support system for children to achieve their maximum potential through the development of confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. The paper then lists activities for facilitating parental involvement and promoting a positive home environment, including communicating regularly with teachers and school staff, even if there are no questions; making sure the child has a safe way to and from school; and teaching children to ask questions and not be afraid to learn new things. The paper next presents a checklist of questions parents should consider asking themselves, such as "Do I treat my children as worthwhile members of the family?" or "Do I take interest in my child's education and attend parent/teacher conferences?" Finally, the paper lists specific learning activities parents can do with their children in the areas of reading and language arts, mathematics, and miscellaneous, including arts and crafts projects. Includes a list of 9 resources. (HTH)

ED 429 665 PS 027 174

Lindsay, Jeanne Warren; Brunelli, Jean; McCullough, Sally
Teens Parenting Series.
PUB DATE- 98
NOTE- 1388p.; ISBN numbers provided are for the paperback editions. The hardback editions, and the workbooks that accompany both the hardback and paperback editions, each have separate ISBN numbers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

state. (SD)

ED 429 683 PS 027 432

Moore, Kristin A.; Glei, Dana A.; Driscoll, Anne K.; Zaslow, Martha J.
Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Child Development; Disadvantaged Youth; Elementary Education; Elementary School Students; *Family (Sociological Unit); Mathematics Skills; *Performance Factors; Poverty; Reading Skills; *Welfare Recipients; Welfare Services

This study examined transitions into and out of poverty and welfare across 4-year time periods and their implications for math and reading skills and behavior among 10- and 11-year-olds. Analyses of data from the National Longitudinal Survey of Youth-Child Supplement indicate that even with controls for factors that select families into poverty, children who do not experience poverty or welfare over this time period are advantaged relative to children who experience either. Children who are continuously poor but never receive welfare have more favorable outcomes than poor children who receive welfare. Among children experiencing changing economic circumstances, if the family manages to leave poverty, child outcomes are more positive; children whose families fall into poverty experience more negative outcomes than children living consistently above the poverty line. Fluctuations in family economic circumstances are also associated with poorer child outcomes. (Contains 32 references and 6 tables.) (JPB)

ED 429 684 PS 027 436

Zellman, Gail L.; Stecher, Brian; Klein, Stephen; McCaffrey, Daniel
Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
SPONS. AGENCY- Weingart Foundation, Los Angeles, CA.; Parent Inst. for Quality Education, CA.
PUB DATE- 98
NOTE- 29p.; "With Silvia Gutierrez, Roger Madison, Denise D. Quigley, and Lisa Suarez."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; At Risk Persons; Disadvantaged Youth; Elementary Education; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Program Evaluation; Student Behavior

An evaluation was conducted of the parent involvement program developed and provided by the Parent Institute for Quality Education (PIQE). The PIQE program provides information and support to inner city, minority parents through an eight-session program provided at the elementary and middle school levels. The evaluation focused on child outcomes, based on two separate but complementary analyses using data from two large, speakers are: "Countering the Health Effects of Poverty on Children and Families" (Norman Anderson); "Researchers, Practitioners, and Policy Makers: Hanging Together or Hanging Separately" (Jack P. Shonkoff); and "An Embarrassment of Riches: Partnering for High Quality Research and Programs During Head Start Expansion" (Eleanor E. Maccoby). Other special session topics included the effects of immigration and migration of children and their communities and early childhood assessment. Thirty-seven symposia are summarized in the areas of: (1) Head Start research and practice; (2) Administration of Children, Youth, and Families research; (3) cultural diversity; (4) family support and parenting; (5) health, mental health, and resiliency; (6) language development and school readiness; (7) research methods, measures, and assessment; (8) researcher-practitioner partnerships and collaborations; and (9) miscellaneous. Poster sessions are also summarized on the following topics: (1) children and technology; (2) classroom environment; (3) cultural and linguistic diversity; (4) curriculum development; (5) early education; (6) exceptional children; (7) fathers; (8) health; (9) infants and toddlers; (10) measurement techniques; (11) mental health; (12) research methods; (13) normative child development; (14) parenting; (15) parent education; (16) parent involvement; (17) school readiness; (18) staff development; (19) teacher-child interaction; (20) transition; and (21) welfare reform. Four appendices include a list of the cooperating organizations and peer reviewers, a subject index, and a directory of participants. (KB)

ED 429 701　　　　PS 027 521

Bhadha, Bakhtawar
Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Acculturation; Adolescent Attitudes; *Adolescents; *Child Rearing; Cultural Differences; *Ethnicity; *Immigrants; Parent Attitudes; Parent Child Relationship; *Parents; Questionnaires; Secondary Education; Self Esteem; Social Adjustment
IDENTIFIERS- *East Indians; Ethnic Differences; *European Americans; Identity (Psychological); Parenting Styles

The challenges of identity formation are particularly difficult for minority youth because of the clash of traditional culture and the host culture. This study examined the effects of parenting style, acculturation, and parent and adolescent ethnic identity on the self-esteem and school performance of East Indian and European American adolescents. Participating in the study were 70 East Indian and 70 European American adolescents, ages 13 to 19 years, and their parents. Adolescents and parents were interviewed separately in their homes. The instruments used were the Multigroup Ethnic Identity Measure, Child Rearing Beliefs Measure, and Self-Description Questionnaire. Students' grades were used as a measure of academic performance. The findings indicated that adolescents who were themselves more ethnically identified and those whose

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Disorders; *Behavior Modification; Contingency Management; Elementary Secondary Education; *Hyperactivity; Neuropsychology; *Parent Attitudes; Performance Contracts; Teacher Attitudes
IDENTIFIERS- Behavior Management; Neurobiology; *Ritalin

Noting the increased diagnosis of Attention Deficit Hyperactivity Disorder (ADHD), this book offers help for families in communicating with professionals about the symptoms and treatment of children with ADHD. Following an introduction defining ADHD as a neurobiological disorder, this book calls for an increased understanding of the children diagnosed with ADHD. The chapters are: (1) "How It Feels to Have ADHD"; (2) "What Makes ADHD So Difficult to Identify"; (3) "How Expectations Affect Understanding"; (4) "Diagnosis: Collecting Information"; (5) "Diagnosis: Recording Information"; (6) "Where to Go for Help"; (7) "Intervention: Medical"; (8) "Intervention: Psychosocial"; (9) "Basic Steps in Behavior Modification"; (10) "Measuring Behavior"; (11) "Sample Behavior Modification Plans"; (12) "Strategies for Home and School"; (13) "My Experience: How an Adult Decides To Treat ADHD"; (14) "Common Myths and Misunderstandings"; (15) "Conclusion: When in Doubt, Err on the Side of Compassion." The book concludes with a list of 23 resources. Contains 64 references. (AMC)

ED 429 721 PS 027 545

Nash, Kimberleigh A.
Cultural Competence: A Guide for Human Service Agencies.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Child Welfare; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Human Services; Organizational Change; Organizational Climate; Self Evaluation (Groups); *Social Services; Social Workers; *Strategic Planning
IDENTIFIERS- *Cultural Competence

One of the most critical challenges faced by the field of child welfare is the need to understand and respond effectively to changes in the multicultural nature of American society. This guide for human service agencies, developed by the Child Welfare League of America, is designed to assist agencies in their move toward cultural competence. Chapter 1 discusses the relevance of cultural competence to human service agencies and maintains that child welfare agencies should assess the costs and benefits of integrating cultural competence into their programs and reach consensus as to why an integrated comprehensive approach is the best way to ensure that cultural competence becomes part of the organizational culture. Chapter 2 describes past approaches to addressing cultural differences and outlines the struggles of African Americans, Native Americans, and Hispanic/Latinos in the child welfare system. Chapter 3 identifies barriers to and benefits of a culturally competent organization. Chapter 4 discusses the advantages of organizations incorporating cultural competence as an integral part of their strategic plan. Chapter 5 deals with the self-special education, gifted education, leadership and policy issues, multicultural education, parents and families, professional development, technology, transition, and understanding issues of low incidence disabilities. (Author/SV)

ED 429 739   RC 021 889

Lamorey, Suzanne; Leigh, Jim
Contemporary Issues Education: Rural Risks, Obstacles and Resources.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Controversial Issues (Course Content); *Daily Living Skills; Disabilities; *High Risk Students; High Schools; *Prevention; Risk; *Rural Urban Differences; *Special Education; Special Education Teachers; Tables (Data); Teacher Student Relationship
IDENTIFIERS- Arizona; Missouri

Youth with disabilities are particularly susceptible to dangerous outcomes associated with contemporary issues such as teenage pregnancy, substance abuse, and domestic violence. Several studies document the high degree of social, medical, and legal risk to which youth with disabilities are exposed. The extent to which public schools provide risk reduction for students through prevention and protection programs varies across communities. In addition, special education students may be excluded from the programs that are offered. A survey of 509 teachers (primarily special education teachers) in Missouri and Arizona examined the extent to which they addressed 45 contemporary issues with their students. Respondents included rural and urban teachers of students with mental retardation, learning disabilities, and behavioral and emotional disorders, as well as typical students. For all teachers, the most frequently discussed issues were attitudes toward disabilities, drug and alcohol abuse, tobacco use, racism, teen pregnancy, and domestic violence; the least discussed areas were homosexuality, rape, abortion, child sexual abuse, and sexual promiscuity. In all but two categories, more rural special educators addressed the high risk issues than did urban special educators. Most frequently mentioned obstacles to discussing contemporary issues included conservative community attitudes and lack of time for rural educators, and lack of time and materials for urban educators. Data tables detail survey responses. Contains 10 references. (SV)

ED 429 740   RC 021 890

Madison, Marion; Marson, Alvin; Reese, KiKi
Passageway: An Avenue into the Future.
PUB DATE- 99
NOTE- 5p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(150)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Rural Education; *Rural Schools; *School Responsibility; *Special Education; *Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act; Related Services

Rural schools do not receive special compliance exemptions under the Individuals with Disabilities Education Act (IDEA). This paper examines the responsibilities of schools to students with disabilities, as outlined in IDEA regulations and court decisions, as well as implications for rural schools with limited funding and resources. Issues discussed include the proportion of federal funds intended for local schools, oversight of state agency compliance with federal regulations concerning funding distribution, the IDEA definition of a child with a disability, age requirements for identification and provision of special education and related services, court decisions about when a school's responsibility to a student ends, statutory categories of disability, the unconditional nature of the IDEA requirement of a free appropriate education for all students with disabilities, development of state-level child identification systems, development of state standards for special education, the state's responsibility to ensure appropriate use of federal and state special education funding, funding changes in the 1997 amendments to IDEA, presumption that children with and without disabilities will be educated together wherever possible, availability of a continuum of alternative placement options, qualitative standards, provision of special services unavailable in the school district, provision of extensive accommodations, and exclusion of medical services. Contains 16 references. (SV)

ED 429 757 RC 021 907

Chinn, Kathleen M.
Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deafness; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; Inclusive Schools; Mainstreaming; *Rural Schools; School Surveys; *Special Education; *Special Education Teachers; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- *New Mexico

The state of New Mexico has a generalist special education licensure that allows anyone with a special education degree to teach any child in special education regardless of disability. Although this works well to supply the demand for special education teachers in rural areas, it may not meet the unique needs of children who are deaf or hard of hearing. This paper examines the characteristics of deaf and hard of hearing children and their teachers in rural New Mexico schools. A survey was sent to the special education directors of 50 public schools identified as enrolling deaf and hard of hearing

participants rated their comfort level in the use of seven instructional and behavioral techniques: curriculum-based assessment, cooperative learning, student self-management, peer tutoring, direct instruction, strategy instruction, and goal setting for students with learning disabilities (LD). Significant gains were reported for all but strategy instruction. Eleven participants were asked the degree to which they could establish positive strategies for students with varying learning styles, analyze materials according to appropriateness for students with LD, develop lesson plans to assist students with LD, respond appropriately to learning needs of students from different cultures and backgrounds, develop intervention plans for deviant behaviors, identify specific teaching materials to meet the needs of students with LD, and develop a schedule that allows them to work effectively with the variety of students in class. There were significant gains in all areas except the last. A program evaluation questionnaire completed by six participants found that the most frequently cited instructional impacts were in cooperative learning and peer tutoring, evaluation methods were greatly impacted, participants appreciated the cohort structure, and academic and social benefits were realized for students with and without LD. (TD)

ED 429 773 RC 021 923

Montgomery, Diane; Overton, Robert; Bull, Kay S.; Kimball, Sarah; Griffin, John
Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
PUB DATE- 99
NOTE- 12p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Creative Development; Creative Thinking; *Creativity; Gifted; Learning Processes; *Problem Solving; *Thinking Skills; World Wide Web
IDENTIFIERS- *Web Sites

This paper discusses techniques and resources to use to stimulate creativity through a web site for several "generations" of gifted and talented learners. To organize a web site to stimulate creativity, two categories of development issues must be considered: intrinsic person variables, and process variables such as thinking skills, specific learning processes, and those person characteristics that are responsive to development. Bloom's taxonomy of knowledge contains six levels of skill; the higher-level thinking skills of analysis, synthesis, and evaluation are often integrated into models of creative problem solving. Thinking skills that promote creative solutions to problems are critical thinking, deductive thinking, divergent thinking, inductive thinking, lateral thinking, metacognitive skills, visual thinking, and vertical thinking. Techniques that help establish an environment for creativity are set breaking, warm-ups, blockbusting processes, constructive discontent, creative dramatics, relaxation training, autogenics, psychodrama, sociodrama, and future

Isolation; High School Students; High Schools; *Rural Schools; Rural Urban Differences; *Self Esteem; *Socioeconomic Status; Student Attitudes; Student Surveys
IDENTIFIERS- *Australia (Western Australia)

A study comparing the effects of student self-concept, classroom environment, and socioeconomic status on student aspirations and achievement surveyed 3,397 students in 28 rural and urban high schools in Western Australia over a period of 3 years. Government and nongovernment schools in metropolitan areas and in four categories of rural and remote areas were included. This paper presents findings from data collected during the first year. The classroom learning environment had a strong, positive effect on student self-concept, which in turn had an indirect effect on student ambition and aspirations. Socioeconomic status (SES) had a strong, positive effect on student ambition and aspirations, but did not directly affect self-concept. The effect of SES on ambition was very strong; the effect on achievement was weak, but positive. Overall, SES had an overwhelming impact on these student outcomes. Self-concept had a direct effect on student ambition, aspiration, and achievement. This effect was mitigated by SES, but was still strong. For urban students, there appeared to be little or no relationship between self-esteem and ambition. For rural students, there was a small effect of self-esteem on ambition and a larger effect of ambition on self-esteem. Contains 41 references and 15 tables and figures. (TD)

ED 429 790 RC 021 945

Jackiewicz, Stephanie; Brockman, Kristen; Lincoln, Rosa
Rural and Remote Professional Practice Placements for Children's Studies Students.
PUB DATE- 97
NOTE- 8p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; College Programs; Day Care; Field Experience Programs; Foreign Countries; *Graduate Study; Higher Education; *Practicums; *Rural Areas; *School Community Relationship; *Social Services; Theory Practice Relationship
IDENTIFIERS- Edith Cowan University (Australia)

A graduate children's-studies course at Edith Cowan University in Western Australia implemented a rural and remote practicum to expose students to the special needs of children and families in rural communities. Many graduates will eventually work in the country, and prospective rural employers look for graduates with experience in rural settings. In rural areas, children's services such as schools often serve as community cultural centers, and graduates need to be prepared for this role. Each year the practicum has been offered in a different setting. One year the students had the opportunity to work with people from the Aboriginal culture and to see how their children's play, though different from that of white Australian children, fit well with the ecological, child-initiated approach taught within the course. The students meet licensing requirements and make the connection between theory and practice. Real situations give students experience in decision making, integrating children with other children or adults with a resource professionals or volunteers from agencies and businesses who possess science content expertise and a desire to work collaboratively with teachers to strengthen science instruction. Together teachers and resource professionals engage in activities in content areas such as partnering, instructional methods from exposition to inquiry, watersheds and theme issues, thematic planning, child development, process skills, materials management, questioning strategies, and assessment. Each partnership is maintained throughout the school year. The instructor's implementation guide provides logistical information about operating the SWEEP program, detailed teaching notes, and an in-depth discussion on establishing and supporting effective partnership teams. A matrix outlining basic aspects related to how SWEEP was originally implemented in Ohio in the Cuyahoga River watershed and the lower Scioto River watershed and guidelines to consider when modifying or adapting it to other settings are also included. The notebook is used to provide professional development for those teachers and resource professionals who attend the summer workshop and is designed to be used with the implementation guide for program instructors. The notebook is divided into tabbed sections that correspond to the nine content areas listed in the table of contents of the Instructor's Guide. Each session presents an essential skill to make hands-on, minds-on science work for classroom teachers and resource partners. (PVD)

ED 429 808   SE 062 038

Johnson, Doris G.
Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); Educational Resources; Elementary Secondary Education; Higher Education; *Information Technology; *Integrated Curriculum; Internet; Preservice Teacher Education; *World Wide Web

This paper addresses the issue of effectively integrating technology such as the World Wide Web and computer software technology into diverse classrooms. Significant ideas and support for constructivist, project-based teaching and learning approaches are also provided. This paper argues for schools, universities, and departments of education across the nation to lead the way in preparing tomorrow's classroom teachers for incorporating technology into their teaching. The paper is organized around the national goals of the Technology Literacy Challenge, which include equipping all classrooms with modern computers, connecting all classrooms to the Internet, developing interactive software and networked learning content to help all students meet high standards, and preparing all teachers to integrate new technologies into the curriculum. Contains 20 references. (DDR)

ED 429 809   SE 062 079

Roseland, Mark
Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
PUB DATE- 98

a cooperative setting with discussion of teaching practices improved the sense of readiness as prospective teachers and promoted professional growth. Thirdly, teachers should always have at their disposal a large inventory of classroom techniques from which they can choose an appropriate mix to engage all students. Finally, collaborative efforts between teachers, administrators, students, parents, researchers, and other concerned members of the community were important and necessary to fully address the issues and concerns of all students, especially those at-risk. (CCM)

ED 429 827 SE 062 390

Saurino, Dan R.; Bentley, Michael; Glasson, George; Casey, Dennis
Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Educational Technology; Higher Education; *Interactive Television; Mathematics Education; *Preservice Teacher Education; Preservice Teachers; *Science Education; *Science Teachers; *Teleconferencing; *Telecourses; Video Equipment
IDENTIFIERS- *Video Teleconferencing; Virginia Polytechnic Inst and State Univ

Universities and colleges have attempted to enhance education through the use of video teleconferencing. This paper reports on a videoconferencing effort between two campuses of the Virginia Polytechnic Institute and State University using synchronous two-way audio and video equipment to allow two groups to interact. The teleconference was facilitated by television cameras and microphones at both locations that permitted video and audio to be transmitted in both directions. The two campuses in the study are located in rural and urban areas and serve as sites for teacher education graduate programs in mathematics and science. The collaborative action research study described in this paper is an investigation of students' use of videoconferencing as a reflective tool for sharing ideas and programmatic experiences in two contrasting locations and cultures. Contains 17 references. (WRM)

ED 429 828 SE 062 391

Saurino, Dan R.; Bouma, Amy; Gunnoe, Brenda
Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; *Computer Interfaces; Computer Uses in Education; *Graphing Calculators; Laboratories; Middle Schools; *Science

concluded that gender research was more prevalent and integrated into mainstream U.S. mathematics education research than research on ethnicity, class, or disability. Still, the majority of mathematics education research focused on student cognition and outcomes with relatively little attention to contextual or cultural issues. Contains 37 references. (Author/NB)

ED 429 848 SE 062 552

Tarr, James E.; Mittag, Kathleen Cage; Uekawa, Kazuaki; Lennex, Lesia
A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; Comparative Education; *Cross Cultural Studies; Educational Technology; Foreign Countries; *Grade 8; Junior High Schools; Mathematics Instruction; *National Competency Tests
IDENTIFIERS- Japan; Portugal; *Third International Mathematics and Science Study; United States

This study used data from the Third International Mathematics and Science Study (TIMSS) to determine trends in calculator use among Population 2 (13-year-olds) students in Japan, the United States, and Portugal. While relatively high levels of calculator use were observed for the U.S. and Portugal, virtually no calculator use was found in the Japanese sample. Hierarchical Linear Model analysis determined a significant negative relationship between students' frequency of calculator use and student performance in Japan. No significant relationship was detected for the U.S. and Portuguese samples. U.S. student achievement was positively associated with each of the five reported ways in which calculators are used; however, a significant negative relationship was found between student performance and Japanese students' use of calculators on tests. Plausible explanations are explored. Contains 18 references. (Author/NB)

ED 429 849 SO 027 600

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Citizenship Education; *Community Services; Elementary Secondary Education; Experiential Learning; Public Service; School Community Programs; School Community Relationship; *Service Learning; Student Participation; *Student Volunteers; Volunteer Training
IDENTIFIERS- *Washington

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Evaluation; Informal Assessment; Instructional Improvement; Questionnaires; Secondary Education; *Social Studies; *Student Evaluation of Teacher Performance; Student Surveys; *Teacher Effectiveness
IDENTIFIERS- Course Evaluation Questionnaire

Student-completed course evaluations are used almost exclusively in collegiate education. This paper proposes the use of student evaluations in secondary education, specifically in social studies, for the purpose of improving teacher and course effectiveness. The paper presents an informal method of student course evaluation by describing a process to create evaluation tools, collect responses, and utilize the data. A sample student evaluation form is attached. (Author/BT)

ED 429 870 SO 029 426

Hale, Judy A.; Lowry, Patricia K.
The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Creative Art; *Curriculum Development; Elementary Education; Higher Education; *Integrated Curriculum; Preservice Teacher Education; Questionnaires; *Student Attitudes; Student Surveys
IDENTIFIERS- Interpretive Research

When the curriculum revision process began at a southern university for an upcoming program review, elementary education faculty decided to look at current coursework to determine whether the "Arts in the Integrated Curriculum" course adequately prepared preservice elementary education majors to teach the creative arts (music, movement, drama, visual arts). Since the new program would certify K-6 teachers, instead of the previous 1-6 certification, a concern existed regarding preparation for both primary and upper elementary grades. A study examined whether those students interested in teaching the primary grades felt prepared to teach the integrated arts in kindergarten. While the research method was qualitative, the research design followed an interpretive approach and allowed for interviews and content analysis. Subjects were obtained from a sample of 15 junior and senior level teacher education students who had completed the aforementioned course. A telephone questionnaire was developed that focused on preferred teaching levels, feelings of being appropriately prepared for preferred teaching levels, and recommendations for improvements. Findings indicated that students who preferred to teach primary grades felt adequately prepared to integrate the creative arts. Findings also suggested that students were already applying techniques learned in the course to other interpretive critical discussions and evaluative discussions are included. Finally, an example of a critique with adults and practical suggestions for leading critiques are presented. Chapters include: (1) "Studio Critiques: As They Are and as They Could Be"; (2) "A Sampler of Critical Discussions"; (3) "Interpreting Student Art"; (4) "Judging Student Art"; and (5) "General Recommendations for Interactive Group Critiques." An appendix includes reproducible student worksheets. (MM)

ED 429 890 SO 029 875

Welch, Mary A., Ed.
Income Inequality and the Education Divide.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agriculture; *Economic Factors; Economic Research; Economics; *Educational Benefits; *Equal Education; *Food; Individual Development; *Natural Resources; Postsecondary Education; Social Influences
IDENTIFIERS- *Income Disparities

The economics of the decision to go to college or obtain technical training is discussed in this booklet. To stay competitive in the job market requires constant educational updating. The following questions are discussed: (1) how income inequality is measured; (2) how income is distributed in the United States; (3) why income inequality is increasing; and (4) how income inequality, unemployment rates, and welfare are related. Contains nine figures and a final quiz. (BT)

ED 429 891 SO 030 565

En Bons Termes avec les Etudes Sociales. Glossaire pour les 10e, 11e, et 12e Annees (On Good Terms with the Social Studies. A Glossary for the 10th, 11th, and 12th Years).
PUB DATE- 97
NOTE- 213p.
LANGUAGE- French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Economics; Foreign Countries; Geography; Grade 10; Grade 11; Grade 12; High Schools; History; *Social Studies
IDENTIFIERS- *Alberta; Francophone Education (Canada)

This social studies resource is designed for French-speaking high school students who have need for definitions of widely used terms relating to social studies. Divided into four sections, the first section presents a term, the gender of the French term, a related term, the definition, a sentence using the word, and the English equivalent. The second section is a list of English acronyms and the French language equivalent terms. The third section features a list of English expressions with accompanying equivalent French expressions. The fourth section is an index of English language terms with the equivalent French words. The volume would also be useful to English-speaking students who are familiar with the French language. (RLH)

ED 429 892 SO 030 569

Down and Borders Open: New Geopolitical Worlds at the Grassroots in Eastern Europe" (Stanley D. Brunn); (6) "Geographic Implications of Devolution and Change in the American Federal System" (Janet E. Kodras); (7) "Political Space in the United States" (Gerald R. Webster); (8) "Political Geography and Voting Rights in the United States" (Jonathan I. Leib); (9) "Teaching Electoral Geography" (Douglas Deane Jones); (10) "Teaching the Geography of the United States Foreign Policy" (Fred M. Shelley); (11) "The Rhetoric and Rationale of Free Trade: A Political Geography Perspective" (Christopher D. Merrett); (12) "Teaching Global Environmental Change as Local Political Conflict" (William D. Solecki; Shira Birnbaum); (13) "The Dynamic Political Map" (Alice T. M. Rechlin Perkins); (14) "The Dynamic Political Map: Learning Activities" (Alice T. M. Rechlin Perkins); (15) "Effective Writing Assignments in Teaching Political Geography" (Arlene M. Shelley); and (16) "Redistricting Electoral Space: A Case Study of U.S. Congressional Districts in Georgia" (Scott R. Myers). (BT)

ED 429 911 SO 030 649

Culture Matters: The Peace Corps Cross-Cultural Workbook.
PUB DATE- 97
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communication Problems; *Cross Cultural Training; *Cultural Awareness; *Cultural Context; *Cultural Differences; *Culture Contact; *Foreign Countries; Sociocultural Patterns
IDENTIFIERS- Communication Styles; *Peace Corps

This workbook serves as a map to guide Peace Corps trainees through their cross-cultural experience and as a record of thoughts and feelings as they live and work in their host country. The workbook examines the behaviors and values of people in the host country in relation to those of the people in the trainees' native country; it does not intend to suggest that American culture is superior or inferior to the host country's culture. The workbook covers the following fundamentals of culture: the concept of self, personal versus societal obligations, the concept of time, the locus of control, and comparing American and host country views. Following an introduction, the workbook contains the following chapters: (1) "Understanding Culture"; (2) "American Culture and American Diversity"; (3) "Styles of Communication"; (4) "Culture in the Workplace"; (5) "Social Relationships"; and (6) "Adjusting to a New Culture." Appendixes contain information on using cultural informants, joining in, keeping a journal, learning from the media and the arts, critical incidents, and studying an institution. Answers to chapter questions are also provided. (BT)

ED 429 912 SO 030 662

Adonri, Osa E.; Gittman, Elizabeth
Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association, (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English

familiar with current educational technology (e.g., tele-access and virtual publishing). Knowledge can be categorized into two series of distinctions: (1) public knowledge, which is necessarily explicit, and personal knowledge, which can be explicit or tacit; and (2) and propositional knowledge, which is "knowing that"; procedural knowledge, which is "knowing how"; and images and impressions, which are held in memory but not represented in propositional form. There are four kinds of processes which contribute to professional performance: processes for acquiring and interpreting information, skilled behavior, deliberate processes, and meta processes. (SM)

ED 429 933 SP 038 421

Bromfield, Marcia
School-College Collaboration: One College, Many Partners.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; Educational Change; Educational Improvement; Elementary Secondary Education; Faculty Development; Field Experience Programs; Higher Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teachers; Student Teaching; Teacher Collaboration; Teacher Improvement
IDENTIFIERS- Lesley College MA

This paper describes college-school partnerships between Lesley College, Massachusetts and surrounding local schools. The partnerships fall into three categories: 1) training of preservice teachers in intensive, 1-year, field-based clinical masters programs, where coursework and field experience are integrated in an onsite clinical model; 2) professional development of teachers and facilitation of school change; and 3) Professional Development Schools (PDSs) engaged in simultaneous renewal of the school and the college. In order to sustain and support these partnerships, new structures and roles have been created. The overriding structure for sharing across partnerships is the PDS/Partnership group, comprised of representatives from the various collaborative models, which meets monthly. Most of the models have like-group meetings as well as larger collaborative meetings, so opportunities exist for conversations with similar and different types of partnerships, thus creating a network of networks. New roles to support the partnerships have placed faculty and administrators in different positions. Collaborating teachers and schools are encouraged to cooperate and share ideas in order to make the partnerships work. The Lesley College partnership proposes that PDSs are not the only model worthy of implementation, and that in fact, a variety of collaborative partnerships will better meet the needs of all constituencies and lead to educational renewal. The attachments contain descriptions of specific partnership programs. (Contains 16 references.) (SM)

ED 429 934 SP 038 422

Patterson, Robert S.; Michelli, Nicholas M.; Pacheco, Arturo
Centers of Pedagogy. New Structures for Educational Renewal.

NOTE- 13p.; Paper presented at the Annual Meeting of the Northwest Association of Teacher Educators (Coeur d'Alene, ID, April 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Diversity (Student); Educational Change; Elementary Secondary Education; Excellence in Education; Higher Education; *Preservice Teacher Education; *School Restructuring
IDENTIFIERS- University of Idaho

The College of Education at the University of Idaho (UI) is embarking on the first year of a project to restructure its teacher education program and refocus it to reflect national standards and place K-12 students at the center of preservice learning. Teacher education students are being prepared to meet the needs of school students through an inquiry-based program that incorporates self and learner examination, competent interaction with the knowledge base, habits of skilled inquiry and reflection, and professional and leadership development. Service learning is integrated into coursework. The program includes systematically designed field experiences culminating in a 1-year internship that will serve as a starting point for continuing professional development. The core experiences are based on: emphasis on learners, emphasis on self as a professional, emphasis on pedagogical constructs, and emphasis on school, community, and instructional context. Restructuring will occur in four phases: Diverse Learners in School and Social/Cultural Contexts; Pedagogical Development I (Creating a Learning Climate); Pedagogical Development II (Planning and Assessing Teaching and Learning); and the Teacher As Leader in School and Community Cultures. This paper provides details on the implementation of Phase I. (SM)

ED 429 953 SP 038 449

Leonard, Jacqueline
When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (80th, Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion (Teaching Technique); *Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Grade 6; Intermediate Grades; Mathematics Instruction; Mathematics Teachers; Pedagogical Content Knowledge; Student Behavior; *Student Participation; *Teacher Influence; Thinking Skills
IDENTIFIERS- Teacher Knowledge

This study used a sociolinguistic and micro-ethnographic approach to examine whether the setting of a mathematics task had an impact on the type and quality of classroom discourse, and it described the teacher's conflicts and resolutions in facilitating student discourse in a sixth-grade mathematics classroom. Data collection occurred from January to February of 1997. Twelve students in a suburban Maryland elementary school participated. The students were presented with three 2-week possessed when they were admitted to the program. The study examined programmatic features that interns considered influential in contributing to their success as teachers. Participants were graduates of a graduate-level preservice program within the Alliance for Catholic Education who had been rated as effective teachers by supervisors, mentors, and principals via a mailed survey. They completed an 11-question, open-ended, mailed survey that discussed influences on their success in the program. Questions addressed: public persona, personal and professional growth, beliefs about learning, self-confidence, teaching skills, effect on student performance and achievement, support structures, achievement motivation, idealism versus realism, beliefs about teaching, the value of modeling respect and honesty for students, and recognition of the value, demands, and standards of teaching. Data analysis showed four major clusters: a learning frame of mind with a healthy self-concept, support from learning communities, thinking from the learner's frame of reference, and the emerging professional. The program had a profound positive impact on attitudes and beliefs and significantly influenced persona. Many program features contributed to participants' success as teachers. Participants named support by school administrators, mentors, and university supervisors as invaluable. (Contains 37 references.) (SM)

ED 429 973   SP 038 476

Desiderio, Mike F.
The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Diversity (Student); Elementary School Teachers; Higher Education; *Mexican Americans; *Middle Schools; Minority Group Children; Poverty; Preservice Teacher Education; Principals; Secondary School Teachers; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Teacher Competencies; Teacher Qualifications; *Teacher Selection; Teacher Student Relationship
IDENTIFIERS- *Mexico United States Border; Texas

This study investigated the characteristics of principals, students, teachers and middle-grades schools located in port of entry communities along the Texas-Mexico border, examining principals' opinions about the degree to which new teachers' education and preparation experiences were appropriate. The study also examined principals' opinions about how well Texas universities prepared teachers to interact with and nurture growth in students attending these schools. The 44 participating principals completed a survey that asked for demographics on the principals, schools, students, and teachers and asked questions about the three research issues. Data analysis indicated that most of the principals were male and Hispanic, most of the teachers were Hispanic, and most of the students were Hispanic and qualified for the free lunch program. This is in contrast to most schools in the U.S. and Texas. Teacher-student ratios in large schools along the border were above the national average. Principals reported highly valuing new teachers with an understanding of themes centered around the middle school, and they wanted to see preservice teachers get more exposure to middle grades classrooms.

stages of the school reform process. It focuses on the first stage of the change process, managing key stakeholders and external groups and engaging them in the planning and development of the reform or innovation. A stakeholder is any group or individual who can affect or is affected by an organization's attainment of its goals. Managing stakeholders is necessary for an organization to maintain focus on its goals, to function efficiently, and to achieve its goals. The following steps in the planning and development process are addressed: (1) engagement and recruitment of key stakeholders; (2) identification of major problems, concerns, and needs; (3) identification of obstacles, predisposing conditions, and enabling factors; (4) verification of subjective assessments with more objective data and information; and (5) prioritization and selection of the problem or need that the reform/innovation will attempt to remedy. Planning materials in this document are based on problem-solving approaches and implementation models developed in the health promotion/prevention field. Worksheets are included for stages of the planning process. (SLD)

ED 429 994   TM 029 704

Ediger, Marlow
Appraising Learner Progress in the Social Studies.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Criterion Referenced Tests; Educational Assessment; Evaluation Methods; *Journal Writing; *Portfolio Assessment; *Social Studies; Standardized Tests; Student Evaluation; *Test Use
IDENTIFIERS- Student Engagement

Many changes have occurred in techniques used to appraise student achievement in social studies, and these new approaches may put teachers in a better position to notice the progress of individual students and then plan for sequential learning. Some of the deficiencies of traditionally used standardized tests have been overcome through the use of criterion-referenced tests, which ensure better fit with a set of standards and better test validity. Weaknesses in criterion-referenced tests may be overcome with newer approaches. Among these are journal writing by students, student diaries, and student logs, techniques particularly appropriate for social studies. Pupil ownership and empowerment are enhanced when students are actively involved in developing portfolios for social studies classes. Portfolio development emphasizes contextual skills and knowledge developed by students, rather than results from externally developed tests. Professional development portfolios are equally useful for teachers. Any approach to assessment should determine what students have learned and what remains to be learned. Appraisal procedures need to be "user friendly" so that plans may be made from the appraisal for improved teaching and learning. (Contains eight references.) (SLD)

ED 429 995   TM 029 705

Brown, Gavin
Assessing an Essential Skill: Finding Information in the Library.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Conference of the New

schools in a large school district in Florida. The purpose of SAM is to increase student achievement, increase student ownership and responsibility in the learning process, and increase the effectiveness of teachers through their involvement in a continual process of inquiry. Student performance data, observational data, anecdotal notes, and survey data reveal that the model has improved teachers' involvement in problem-solving educational issues and has led to higher student achievement. (Contains 5 tables and 18 references.) (Author)

ED 430 016 TM 029 729

van den Hurk, Marianne M.; Wolfhagen, Ineke H. A. P.; Dolmans, Diana H. J. M.; Vleuten, Cees P. M. van der
The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Higher Education; *Instructional Program Divisions; Medical Education; *Medical Students; *Study Habits; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Netherlands; *Problem Based Learning

This study conducted in the Netherlands examines the role of student-generated learning issues in a problem-based curriculum. The first questions was in which way students make use of the learning issues generated (as strict guidelines or as global guidelines) and does this differ between years of training? The second questions was what the relation is between the way students make use of their learning issues and the time spent on individual study and achievement? Questionnaires were completed by 479 students in the first 4 years of a 6-year medical training program. Results show that students in the first year study strictly according to the content of the learning issues. In later years, students who tend to study beyond the generated learning issues spend more time on individual study and also achieve better. (Contains 4 tables and 15 references.) (Author/SLD)

ED 430 017 TM 029 730

van den Hurk, Marianne M.; Wolfhagen, Ineke H. A. P.; Dolmans, Diana H. J. M.; Vleuten, Cees P. M. van der
Testing a Causal Model for Learning in a Problem-Based Curriculum.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Causal Models; Foreign Countries; Higher Education; Instructional Program Divisions; Medical Education; *Medical Students; *Study Habits; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Netherlands; *Problem Based Learning; *Study Groups

The aim of this study was to identify the relationship between elements that are important for the tutorial group process and graders had positive gain scores, and about 70% of eighth graders had positive scores. The proportion of students who demonstrated growth may be attributed, at least in part, to the provision of instructionally relevant diagnostic information to teachers at the beginning of the summer school session as well as to the seriousness with which students faced the summer school experience. Appendixes contain test item specifications and characteristics, a sample principal memo and report, and information on the frequency distribution of student gain scores. (Contains seven tables.) (SLD)

ED 430 037 TM 029 781

DeMars, Christine
Does the Relationship between Motivation and Performance Differ with Ability?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *College Students; Higher Education; *Performance Factors; Science Tests; Social Studies; *Student Motivation; *Testing
IDENTIFIERS- *Low Stakes Tests; Scholastic Assessment Tests

How the relationship between test-taking motivation and performance might depend on ability was studied with college students taking a science (n=249) or social studies (n=473) test that had no academic consequences. Students taking these tests are told that their responses provide important information for evaluating the university's programs but that there are no individual consequences from test results. A brief survey measured student motivation during this testing. Results from the Scholastic Assessment Tests were used as measures of general ability. Motivation for these students was not correlated with ability, but the relationship between motivation and performance depended on ability, at least for the science test. The interaction between ability and motivation suggests that conclusions about the overall effects of motivation do not apply to all ability levels equally. However, this interaction is an ordinal one in that motivation increases performance at all ability levels, but especially so for high ability students. (Contains two figures and nine references.) (SLD)

ED 430 038 TM 029 782

Winter, Jan
Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *Educational Assessment; Foreign Countries; *Mathematics Education; National Competency Tests; Secondary Education; *Secondary School Students;

program evaluation. They do suggest that the standards-based approach of the reauthorized Title I is bearing fruit in urban schools. Appendixes contain Title I data by district and sample Title I program descriptions. (Contains 29 figures.) (SLD)

ED 430 058 UD 032 898

Patterson, Chris
Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
PUB DATE- 98
NOTE- 49p.; A separately-published Spanish version of the same text is appended.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Check Lists; Curriculum Evaluation; *Educational Quality; Elementary Secondary Education; Evaluation Methods; *Parents; *School Effectiveness

This handbook is designed to help parents learn more about what is taking place in the schools their children attend and to help parents evaluate the effectiveness of the school's academic program. It offers tips for locating important information and identifies where assistance can be obtained. A checklist is provided to help parents identify the activities that are important to academic success and to help determine the extent to which these activities are present in their children's schools. Items on the checklist are questions about curricula and instructional practices. Questions to ask about curricula are broken down by subject area. The handbook also recommends publications and web sites for more information about educational issues. (Contains 36 resources.) (SLD)

ED 430 059 UD 032 900

Byrnes, Deborah A.
Hurtful Words; Addressing Name Calling at School and Home.
PUB DATE- 98
NOTE- 7p.; Portions of this paper appeared in "TOP: Tips on Parenting," a publication of the Emma Eccles Jones Center for Early Childhood Education, Utah State University, Logan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; *Children; Elementary Education; *Interpersonal Relationship; *Parent Role; *Social Development; Social Discrimination; *Teacher Role

By understanding why children engage in name calling and responding thoughtfully to such events, parents and teachers can help both the name caller and the victim to grow in their abilities to understand themselves and others. In their own social interactions, children mirror the negative evaluations they have observed. Left unchecked, such beliefs and attitudes can become the foundation of life-long prejudices. Name calling doesn't have to be part of childhood. Children can learn that words do hurt. When a child has been hurt by someone else's language, it is important for the child not to internalize the negative messages he or she has received. The parent or teacher

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Child Development; Child Rearing; Childhood Needs; Developmental Stages; Discipline; *Early Parenthood; Fathers; Infants; Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; Secondary Education; Toddlers

Noting that specialized educational programs for teen parents should address the teen parents' needs for knowledge about self-development, pregnancy, parenting, and economic independence as well as problem solving and interpersonal skills, this series of guides for school-age parents and the parent educators working with such teens provides a resource written with these needs in mind. The five teen guides in the series are: (1) "Your Pregnancy and Newborn Journey"; (2) "Your Baby's First Year"; (3) "The Challenge of Toddlers"; (4) "Discipline from Birth to Three"; and (5) "Teen Dads: Rights, Responsibilities and Joys." Each of the guides has an accompanying workbook. The series teacher's guide includes workbook responses, quizzes, and answer key for the first four teen guides; the "Teen Dads" teacher's guide is self-contained. The series curriculum guide provides guidelines for developing a teaching plan for teen parents, and includes activities and projects, writing assignments, objectives, and other resources corresponding to each chapter of each of the guides. (HTH)

ED 429 666 PS 027 268

Frydenberg, Erica
Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
PUB DATE- 97
NOTE- 233p.; "With a foreword by Sanford M. Dornbusch."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academically Gifted; Adjustment (to Environment); Adolescent Attitudes; *Adolescent Development; *Adolescents; Attitude Change; *Coping; Depression (Psychology); Emotional Adjustment; Emotional Development; Family Attitudes; Peer Influence; Personality Change; *Personality Development; Perspective Taking; *Resilience (Personality); Self Actualization; Self Concept; Sex Differences; Social Cognition; Social Development; Social Support Groups; Stress Management; Stress Variables; Suicide
IDENTIFIERS- Adolescent Behavior; Person Environment Fit; *Stress Resistance; Suicide Prevention

Defining coping as the cognitive and behavioral strategies used to deal with the demands of everyday living, this book explores the research on how young people manage a range of life problems. Following an introduction discussing the particular aspects of adolescent coping behavior, motivation, and attitudes, the book is divided into eleven chapters: (1) "Adolescence: Stresses and Concerns"; (2) "What Is Coping?"; (3) "The Measure of Coping"; (4) "The Correlates of Coping: What Difference Does Temperament, Age or Self-Concept Make?"; (5) "So Boys and Girls Do It Differently: Gender and Coping"; (6) "Coping in the Family"; (7) "Social Support-The Upside and Downside"; (8) "Coping with Depression and Developing Resilience"; (9) "Who Are the Gifted and How Do They Cope?"; (10) "Learning to Cope"; and (11) "Where To From Here?"

urban California school districts. From the first district, evaluators collected teacher reports of student classroom behaviors and parent-school contact, and parent self-reports of changes in knowledge, expectations, and behaviors. From the second district, official school records of attendance, grades and disciplinary actions were examined. Findings show that the effects of PIQE were largely limited to parents. Virtually all PIQE graduates reported substantial changes in their knowledge, attitudes, and behavior; however, teachers reported far less contact with parents than parents reported with teachers. Teacher reports of student behaviors showed no effects of parental PIQE attendance. There were no changes in student grades or behaviors. An analysis that included only Hispanic children revealed small, insignificant but consistent improvements in children's outcomes. (Contains 18 references.) (JPB)

ED 429 685 PS 027 441

Abramson, Shareen; Huggins, Joyce M.
The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
PUB DATE- 99
NOTE- 119p.; Contains many pages of color photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Continuing Education; Early Childhood Education; *Faculty Development; *Preschool Teachers; Program Evaluation; Teaching Methods
IDENTIFIERS- Project Approach (Katz and Chard); *Reggio Emilia Approach

The "Exhibition of the Hundred Languages of Children" (HLC) was organized in the early 1980s by the early childhood schools in Reggio Emilia, Italy to promote the study of their educational methods and to reveal the potential of young children for learning and creative expression. This report details an evaluation of the exhibition and continuing education program held during the exhibition in 1998 at California State University in Fresno, California, "Making Connections to Reggio Emilia and Beyond: An Educational Institute." The institute consisted of four weekend courses taught by leading authorities in early childhood education. Attendees were also able to observe in the Huggins Center, a model training, demonstration, and research center in early childhood education using an exemplary curriculum influenced by the study of the Reggio Approach. The evaluation findings indicated that the HLC exhibition and the program generated an intense and a positive public response throughout the state. Feedback on the exhibit, institute, and tours was exceptionally positive and enthusiastic. The report notes that the program was successful because it provided early childhood education (ECE) training aligned to the mission and goals for ECE in the county offices of education, school districts, and other early childhood education agencies and organizations. The resulting collaboration provided needed financial resources, assisted in publicity efforts, encouraged greater participation of those interested in ECE, and led to greater public awareness of the importance and benefits of ECE. Included in the report are numerous photographs from the exhibit and institute, attendee information, and media information related to the event. (KB) parents had higher ethnic identity had higher self-esteem than students who were less ethnically identified themselves, and those who had parents with lower ethnic identity. East Indian parents rated the parenting philosophies of authoritativeness, training, and esteem significantly higher than their European American counterparts, with no difference in ratings of shaming. There were no ethnic group differences on self-esteem. East Indian American adolescents had an average grade point average of 3.37, significantly higher than the European American adolescent average of 3.14. East Indian American parents and adolescents had a significantly higher ethnic identification than European American parents and adolescents. (Contains 10 references.) (KB)

ED 429 702 PS 027 522

Slavkin, Michael Lawrence
Gender Role Differences in Students of Single-Parent and Intact Families.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Beliefs; Comparative Analysis; *Family Structure; Higher Education; Nuclear Family; *One Parent Family; *Sex Differences; *Sex Role; Student Attitudes; *Two Year College Students; *Undergraduate Students

This study compared the perceptions of personal and ideal gender roles, and the fit between an individual's personal and ideal gender roles. Participating were 108 female and 61 male students (ages ranged from 17 to 56) enrolled in undergraduate psychology classes at a Midwestern university and at a community college. For comparison purposes, participants from single-parent and intact families were paired on gender, age, race, and socioeconomic status, resulting in 32 female and 13 male pairs. There were 30 Caucasian, 12 African-American, and 3 Asian-American pairs. Participants completed two forms of the Bem Sex-Role Inventory, describing their own and ideal gender roles. Findings indicated that males in mother-headed single-parent families were more likely to report a masculine personal gender role than males in intact families. Females in two-parent families were more likely to describe themselves as androgynous than females in mother-headed single-parent families. Individuals reared in mother-headed single-parent families did not hold more androgynous ideal gender role beliefs than individuals from intact families. Males were more likely to describe themselves in terms of traditionally masculine characteristics than to describe the ideal person this way. Females in mother-headed single-parent families were more likely to describe the ideal person as androgynous than to describe themselves this way. Six of the 8 subjects raised in father-headed single-parent families described the ideal person as androgynous. Most of the females in this group described themselves using traditional feminine characteristics. (KB)

ED 429 703 PS 027 523

State Funding of Head Start.
PUB DATE- 99
NOTE- 7p.; "Background Paper/Evaluation Proposal, with errata

evaluation by agencies regarding their goals in integrating cultural competence into their organizational culture and operations. Chapter 6 discusses the development of an action plan. Chapter 7 describes the steps in the processes of organizational change and behavioral change. Chapter 8 addresses ways that agencies can enhance their relationship with the community, while chapter 9 suggests ways that agencies can practice cultural competence among staff. The guide concludes with a listing of available resources. Each chapter contains references. (KB)

ED 429 722 PS 027 547

Sandler, Linda; Heffernon, Rick; Sheety, Alia
On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Family Programs; Infants; *Preschool Education; Program Effectiveness; Program Evaluation; Toddlers
IDENTIFIERS- Arizona (Phoenix); *Early Head Start; Project Head Start

The Phoenix, Arizona Early Head Start program is a family-centered program providing early, continuous, intensive, and comprehensive child development and family support services for low-income pregnant women and families with children ages birth to three. Analyses were conducted of program and participant data and program processes from Year 3, the second full year of implementation. The program components evaluated were: (1) child development, promoted through weekly home visits, site-based socialization activities, and weekly play groups; (2) family development services, provided by family support specialists to develop effective, supportive relationships, especially with fathers; (3) staff development, incorporating a multi-disciplinary approach reinforced by a relationship-based supervision model; and (4) community building and collaboration, including connections with Phoenix's program for young fathers and other family-focused initiatives. Evaluation findings suggest that the program is on the right track. Among the program's successes are the launch of all planned child development activities, increased services by and access to the child development/disabilities specialists, and progress made through the male involvement component. The program continues to face challenges, including increasing staff skills in child development and parent-child relationships, helping young parents adjust to dealing with toddlers, reducing disruptive effects of staff turnover, and making the program and participants visible and vital to other family-centered community endeavors and to policy makers. Recommendations for future operations were derived from the evaluation findings. (Contains 49 references.) (KB)

ED 429 723 PS 027 548

Jaffe, Maureen; Eugenio, Marcia M.; Hillmeyer, Jack; Hurlburt, Teresa; Ledan, Marie E.; Singh, Simrin; Willcutts, Keven; Woodson, Antonio
By the Sweat & Toil of Children. Volume V: Efforts To Eliminate

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; *Disabilities; Dropout Prevention; Dropout Programs; Dropouts; *High Risk Students; *Job Training; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- Alabama

The PASSAGEWAY Project (Program To Assist Secondary Students in Achieving Gainful Employment for West Alabama Youth) sought to increase the academic, social, and job skills of high-risk and dropout special education students. A cooperative program of the University of West Alabama, public schools, businesses, and social service agencies, the project used the resources of the university's College of Education and Division of Technology to develop an alternative program that accomplished several objectives. The program identified and recruited youth with disabilities who were at high risk of dropping out or who had recently dropped out in six west Alabama counties; provided functional literacy training to identified youth; developed and implemented employment training for youth aged 16 and above; provided individual youth and their families with counseling focused on specific outcomes; increased student participation through alternative scheduling and distance learning; and developed business partnerships culminating in employment opportunities for students with disabilities. This paper also discusses the criteria for student identification, program staff and their professional qualifications, the role of school personnel and industry liaisons, availability of various resources to the program, program activities, and 3-year outcomes. (SV)

ED 429 741   RC 021 891

Mishler, James A.; Cherry, Scott
Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Theories; Elementary Secondary Education; Models; Reality Therapy; Special Education
IDENTIFIERS- *Behavioral Assessment; Control Theory; *Functional Assessment; Glasser (William); Individuals with Disabilities Education Act

This paper connects the philosophical basis of Glasser's Choice Theory/Reality Therapy to the Functional Assessments of Behavior (FAB) required by the Individuals with Disabilities Education Act (IDEA). The 1997 reauthorization of IDEA states that before a school can place a student with emotional or behavioral difficulties into an alternative program for discipline reasons, it must conduct a FAB and implement a behavior intervention plan in an attempt to alleviate the behavioral issue. A FAB is also an integral part of a manifestation determination for severe problems related to weapons and drugs in the school setting. However, IDEA offers little guidance about how to conduct a FAB. Various working children. Results indicate that only about 31% of the teachers serving deaf and hard of hearing children had degrees in special education, and only 6 percent had specific degrees in deaf education. About 40 percent of students served, but only 7 percent of their teachers, were Hispanic. Most children communicated via speech mode. Most students were mainstreamed, and of these, two-thirds (all deaf) used interpreters in the inclusive setting, suggesting that sign language was being used where needed. About half of children used some form of amplification. The findings suggest that deaf and hard of hearing children in New Mexico may not be receiving adequate services with regard to their deafness or to their cultural background. (SV)

ED 429 758   RC 021 908

Montgomery, Donna; Sluss, Dorothy; Lewis, Jamie; Vervelde, Peggy; Prater, Greg; Minner, Sam
Cross Cultural Images: The ETSU/NAU Special Photography Project.
PUB DATE- 99
NOTE- 6p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Higher Education; *Mild Disabilities; *Photography; Recreational Activities; Rural Education; Self Esteem

Recreation is a significant part of a full and rich life but is frequently overlooked in relation to handicapped children. A project called Cross-Cultural Images aimed to improve the quality of life for handicapped children by teaching them avocational photography skills. The project involved mildly handicapped children aged 7-11 in Appalachia, on the Navajo Reservation, and along the Mexican border; special education teachers working in those areas; and faculty members and preservice educators at East Tennessee State University and Northern Arizona University. The project had four major components: teaching the children about photography (emphasizing subject selection, framing the shot, and use of light); allowing them the opportunity to take photographs (practice time followed by giving the students a simple one-time-use camera); mounting and displaying the exhibition (based on children's selections); and sharing the exhibition with children at other project sites. The students were very good at manipulating their cameras and ultimately produced images of high quality and interest. Several photographs were judged to be quite artistic and technically good by professional photographers who viewed the work. Although the students clearly acquired the knowledge and skill to do good work in photography, the most powerful project results were related to student pride and self-esteem. Suggestions are offered for project continuation and replication. (SV)

ED 429 759   RC 021 909

Tyler, Naomi C.; Cantou-Clarke, Cynthia D.; Easterling, Jeffrey
The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
SPONS. AGENCY- Office of Special Education and Rehabilitative

studies. General systems that develop general creative processes or that value creativity are bionics, synectics, future problem solving, creative problem solving, creativity by design, entrepreneuring, and intrapreneuring. Components of two problem-solving models, methods for creating original associations, creativity enhancing techniques, brainstorming, visualization, and imagery are discussed. Web site addresses that provide examples and references are given throughout the article. A table presents characteristics of creative persons. (TD)

ED 429 774 RC 021 924

Rude, Harvey; Murray, Karl; Stockhouse, Judy
Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Change Strategies; Educational Change; *Educational Planning; Elementary Secondary Education; *Institutional Cooperation; *Professional Development; *Special Education; State Departments of Education; Systems Approach; *Technical Assistance
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Systemic Change

The National Association of State Directors of Special Education has established the Professional Development Leadership Academy to assist states in meeting state improvement plan requirements of the 1997 amendments to the Individuals with Disabilities Education Act. Professional development is crucial to this endeavor and will be accomplished through interagency, interinstitutional, and interdisciplinary training programs designed to insure systems change in support of educational reform. In its first year, the academy will train two state teams. The second year a cohort of five states will complete two training sessions. Training will expand to two cohorts of five states each per year, with sustained technical assistance for the second year. Through the training process, rural and small school educators, policy makers, administrators, teacher educators, special educators, and parents will have the opportunity to collaborate and form networks. Tables present the academy objectives and outline each curriculum section: strategic thinking, leadership, organizational change, creating collaborative partnerships, and systems of accountability. (TD)

ED 429 775 RC 021 925

Ver Velde, Peggy; Ver Velde, Ray; Prater, Greg; Minner, Sam
School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special

minimum of stress in a short period of time, improvising in the face of limited resources, and developing respect for others and their equipment. The practicum has enabled university staff to enhance their credibility with students and identify new research areas, and the university to enhance its image in rural communities. The rural communities have gained through increased access to services and increased understanding of the role of children's services and universities. Contains 11 references. (TD)

ED 429 791 RC 021 946

Hemmings, Brian; Hill, Doug; Ray, David
First Year University in Retrospect: The Voices of Rural Students.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 97
NOTE- 12p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Freshmen; Foreign Countries; Higher Education; *Rural Youth; School Holding Power; Social Support Groups; *Student Adjustment; *Student Attitudes; *Student Experience; Student Surveys; Tables (Data)
IDENTIFIERS- Australia (Riverina)

To collect data about the first-year university experiences of rural students, 15 students were drawn from a pool of 125 Riverina (Australia) students who had participated in an earlier study on factors that influence academic persistence. The sample consisted of approximately equal numbers of males and females, about equal proportions of students residing on and off campus, and a representative mix of Australian universities. Each student was interviewed for 30 minutes and was asked 16 questions concerning perceived successes and failures encountered during the first year of university study. Among the challenges faced by first-year rural students were developing new friendships, forging an independent identity, a lack of direction from others, an intimidating large campus environment, financial pressures, and homesickness. Successful strategies for meeting these challenges included quickly initiating close friendships, residing on campus, maintaining motivation, using orientation week to full advantage, retaining contact with high school friends attending the same university, being willing to leave home setting, participating in rural student awareness programs, and deferring studies temporarily. Advice for potential university students includes being outgoing, residing on campus, being strongly committed to one's goals, being prepared to leave family and friends or staying close to home, and realizing that other students are experiencing similar difficulties. Implications for administrators and academics are discussed. Questions and responses are presented in 13 tables. (TD)

ED 429 792 RC 021 947

Hemmings, Brian; Kay, Russell; Hill, Doug
Rural Students Continuing Their Studies in University Contexts.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 97

NOTE- 255p.; Foreword by Hazel Henderson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Conservation Education; Ecology; *Environmental Education; Foreign Countries; Housing; Land Use; *Local Issues; Pollution; *Sustainable Development; Transportation; Urban Environment; Urban Planning
IDENTIFIERS- Canada; Environmental Awareness

Many of the most critical global environmental issues are rooted in local, day-to-day problems. Local decisions about such issues benefit all citizens globally. This book attempts to identify and document the current range of initiatives toward developing sustainable communities. Dozens of tools, initiatives, and resources are presented, accompanied by hundreds of references to aid readers in their own research. Part 1 explores the meaning of sustainable development and its implications for communities. A framework for sustainable community development is also presented. Part 2 is comprised of a set of sustainable community building blocks. Each chapter provides an overview explaining the topic and its relevance to sustainable communities followed by a set of planning tools, practical initiatives, and associated resources that have helped citizens and their governments move toward sustainable communities. Part 3 focuses on mobilizing citizens and their governments toward sustainable communities. It concentrates on government of sustainable communities and tools for managing community sustainability, and concludes with lessons for designing effective sustainable community development policies. Topics include urban agriculture and aquatic systems, water and sewage, conservation issues, air quality, transportation planning, land use, housing, and community economic development. This book focuses on the developed countries of North America, i.e., the United States and Canada. (PVD)

ED 429 810 SE 062 101

Lewis, Jim
Classroom and Field Experiments for Florida's Environmental Resources.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; *Conservation Education; *Demonstrations (Science); *Environmental Education; Field Studies; Groundwater; Instructional Materials; *Natural Resources; Science Education; Secondary Education; Waste Disposal; *Water Pollution; Water Treatment
IDENTIFIERS- *Florida

This booklet is intended to help teachers in Florida manage the growing interest in environmental education. Fourteen experiments are grouped into the environmental areas of the water cycle, groundwater, water pollution, waste and water treatment, air pollution, and field experiments. Experiments include demonstrations of the water cycle, the interrelationship between ground and surface water, water pollution principles, and water treatment processes; laboratory experiments such as construction and use of air pollution

Education; Teacher Attitudes; Teaching Methods; *Technology

This study evaluates the use of graphing calculators in the science classroom within the context of a collaborative action research approach. A class of diversified middle-class students (n=650) defined by teachers and administrators as "above average" were studied. Initially, information was gathered on current classroom management techniques as well as feelings regarding graphing calculators and classroom management. The equipment used included Texas Instruments TI-83 graphing calculators with hand-held computer-based laboratory interfaces (CBL), a computer lab with 15 Macintosh Power PCs, and the teacher's own computer. Results indicate that effective classroom management depends on early planning, revision, and final implementation of the course for action with considerable thought given to possible contingencies and their resolutions when using graphing calculators and computer based-labs in the science classroom. Graphing calculators also enabled students to complete higher level work with understanding, enjoy the use of technology in the science classroom, and increased students' independence and self-confidence in completing the lab. (Contains 15 references.) (CCM)

ED 429 829 SE 062 392

Wang, Sea-Yu Patrick; Guo, Chorng-Jee; Chiang, Wu-Hsiung; Cheng, Shiu-Shan
Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Faculty Development; Foreign Countries; *Mathematics Education; *Reflective Teaching; *Science Education; *Secondary Education; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Taiwan

The purpose of this ongoing project is to establish a model for school-based teacher development for secondary science and mathematics teachers in Taiwan. The model uses an action research approach with emphasis on constructivist perspectives of teaching and learning and the idea that teachers are to be taken as researchers and reflective practitioners. Implementation strategies for initiating such a collaborative teacher development project that were tested in one of the participating secondary schools are reported. The professional development of the participating teachers was studied by collecting data from sources such as surveys, questionnaires, and interviews. Results from preliminary analysis of the data collected indicate that while some teachers seemed to benefit greatly from this collaborative research, there were a few who were opposed to the project. Influencing factors for the practicability and effectiveness of the school-based professional development project are discussed. (WRM)

ED 429 830 SE 062 393

McGinnis, J. Randy; Parker, Carolyn; Roth-McDuffie, Amy
An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.

Suggestions for service learning projects that have been tested in schools around the state of Washington are presented in this guide. Several specific programs are described along with the rationale of why students should participate in service learning. Suggestions are given on how to develop an ethic of service, maximizing involvement, and logistics. A list of resource agencies and materials is included. (RJC)

ED 429 850 SO 029 095

Brown, Elizabeth A.
Effectively Teaching Critical Thinking Skills to High School Students.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Critical Thinking; *Debate; *High School Students; High Schools; Instructional Effectiveness; *Problem Solving; Student Development; *Thinking Skills

Today's highly technical information society is marked by constant change. To be competent, functional, and prepared to deal with the future, students need to be able to analyze, question, and evaluate information critically. Therefore, the educational community has renewed interest in teaching critical thinking. Unfortunately, educational practices often concentrate on rote knowledge of facts while neglecting problem solving skills. This paper addresses the effectiveness of classroom debate as a tool to teach problem solving skills. The strategies given enable high school teachers to prepare their students for classroom debate. Contains 18 references. (Author/BT)

ED 429 851 SO 029 127

Batioukova, Z.I., Ed; Shaposhnikova, T.D., Ed.
Innovation in Russian Schools. International Studies in Education.
PUB DATE- 97
NOTE- 79p.; Translated by Maria Korolov.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; Educational Change; *Educational Environment; *Educational Innovation; Elementary Secondary Education; Folk Culture; Foreign Countries; Instructional Effectiveness; Lifelong Learning; Reading Instruction; Remedial Instruction; Rural Education
IDENTIFIERS- *Russia

Russia is undergoing the most difficult ethical, moral, political, and economic period of its existence. The greatest hope of the Russians is the development of the schools; in particular, the moral and ethical healing and rebirth. This is a collection of experiences of Russian pedagogues, including teachers and researchers in the area of innovation and reform. The essays examine the processes and events that characterize the new education environment in Russia. Seven essays follow an introduction: (1) "Remedial Education in the Ismailovo Education Complex" (N. G. Avdeichuck); (2) "The School as the assigned course projects and job-related situations such as a summer library program. It was concluded that the existing course met the needs of the sample group. The recommendations were evaluated and implemented in the existing course. Contains a sample questionnaire and five references. (BT)

ED 429 871 SO 029 427

Beardsley, Donna A.
An Interdisciplinary Project and the American West.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Class Activities; Higher Education; *Interdisciplinary Approach; Nonfiction; Secondary Education; Social Studies; *Student Projects; United States History
IDENTIFIERS- *United States (West)

This project began with a list of the kinds of topics that would be of most interest in a study of the old west. Some of the topics that were mentioned for the project included Lewis and Clark, Native American tribes and nations, early pioneers, the fur trade, Texas independence, the Pony Express, homesteaders, gunfighters, the Indian wars, and Wild West shows. The project then required each student to select a category and a specific aspect of that category for special study. Whole class participation in the project included the planning and construction of a picture map, other art activities, and discussions. History and English teachers collaborated on several project activities. For example, English teachers used the project's bibliography for outside reading credit, while history teachers used oral reports from the students' areas of specialization to communicate subject matter. Other project activities included skits and role playing. As a culminating activity, the project used district music teachers and the university music professors and librarians to help with a list of period songs. The project's unit required 30 fifty-minute class periods for its completion. The preparation and presentation of oral reports took seven days. An activities outline is provided, as is an extensive list of selected topics. Contains 48 references. (BT)

ED 429 872 SO 029 428

Mckenzie, Gary R.
Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Context; *Curriculum Development; *Educational History; *Elementary School Curriculum; Humanism; *Social Studies
IDENTIFIERS- *Cultural Change; *Educational Issues; Progressive Era; Texas; Theoretical Orientation

Frese, Millie K., Ed.
Iowa Festivals.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Community Involvement; *Cultural Enrichment; Elementary Education; Local History; Social Studies; State History
IDENTIFIERS- Celebrations; *Festivals; Historical Background; *Iowa

The "Goldfinch" is a magazine that introduces young children to different aspects of Iowa history. Each issue contains articles to provide in-depth knowledge of a topic about Iowa. The focus of this issue is "Iowa Festivals." Hard work, fun, and the opportunity to raise money for community projects are all a part of organizing a festival. The journal invites the reader/student to become a history detective and examine a variety of Iowa festivals by asking how they got started and what they mean. The magazine provides activities and projects for students. Each festival featured has Iowa roots and serves a purpose for the community in which it takes place. Articles included are: (1) "Iowa Festivals on Parade"; (2) "Food Festivals-Let's Eat!" (3) "Spring Into the Past"; (4) "Mesquakie Powwow Keeps Traditions Alive"; (5) "Festivals Put Iowa History on the Map"; (6) "Clowns, Soldiers, Explorers, & Bank Robbers: Iowa Celebrates People"; (7) "Hoboes Find a Home in Britt"; (8) "Art and Music Festivals Commemorate--and Inspire--Creative Iowans"; (9) "Nordic Fest"; and (10) "Iowa Festivals in Motion." (BT)

ED 429 893 SO 030 570

Allen, Rodney F.
Springboards into Holocaust Study: Five Activities for Secondary Social Studies Students.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; Class Activities; Curriculum Development; *European History; Foreign Countries; Learning Activities; Nazism; Secondary Education; Social Studies; Thematic Approach; World War II
IDENTIFIERS- Europe; *Holocaust; *Tolerance

Even with appropriate curriculum materials, teachers need to employ reflective springboards that cause learners to link Holocaust information and personal stories to the students' in-school and out-of-school realities and to issues in community life. The guide provides five activities that are intended to be used in any sequence and for any class. The guide's lessons are independent activities that introduce a serious study of the Holocaust. Each lesson is designed to elicit the students' personal knowledge. The guide offers detailed information as to how to introduce and implement each activity in the secondary classroom. Contains 15 references. (BT)

ED 429 894 SO 030 571

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Global Education; Grade 10; High Schools; Pretests Posttests; Research Design; Social Studies; Urban Schools
IDENTIFIERS- New York City Board of Education; T Test

A pretest posttest experimental group design was used to study the effects that computer assisted instruction (CAI) has on urban school, tenth grade students' achievement in global studies. Students were selected and assigned to one of two groups using random selection and assignment techniques. A pretest confirmed the equivalence of the two groups. After a six-week treatment of the experimental group, a posttest administered to both groups assessed the effect of the treatment. Items from the June 1993, 1994, and 1995 global studies unit of the New York State Regents Examination were used to develop an assessment instrument. The assessment found that students using CAI achieved significantly higher scores on a posttest than students taught by traditional methods. An attitude survey showed an increase in motivation and interest for students who were taught with CAI. Results may be generalized to classrooms in urban settings where students consist primarily of minority populations. Contains 3 tables of data and 13 references. (BT)

ED 429 913 SO 030 663

Lee, Andrew Ann Dinkins
Critical Thinking for the New Millennium: A Pedagogical Imperative.
PUB DATE- 98
NOTE- 8p.; An earlier version of this paper was presented at the Annual Meeting of the National Historically Black Colleges and Universities Faculty Development Symposium (Memphis, TN, October 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Critical Thinking; Higher Education; Instructional Effectiveness; Learning Activities; Seminars; *Student Development; *Thinking Skills
IDENTIFIERS- *Analytical Reasoning

The pedagogical imperative to prepare students to become critical thinkers, critical readers, and critical writers for the coming millennium necessitates a comprehensive college discourse on critical thinking. The paper cites seminars and workshops that incorporate theoretical and practical dimensions of teaching critical-analytical thinking processes. Using descriptions from the text, "Logic and Contemporary Rhetoric" (Howard Kahane), the paper outlines nine 75-minute seminars and workshops that offer examples and exercises drawn from a broad range of sources, including advertisements, political speeches, newspapers, audio-visuals, and sample examinations. Course objectives include developing a critical understanding of the following: (1) "Bloom's taxonomy"; (2) "the difference between fact and opinion"; (3) "the fundamental elements of analysis"; (4) "Aristotelian proofs: ethos, logos, and pathos"; (5) "divergent thinking (multiple perspectives)"; (6) "types of arguments and fallacies"; (7) "how culture affects thought processes"; (8) "how to decipher examinations"; and (9) "how to

Agenda for Education in a Democracy Series. Volume 2.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College School Cooperation; Democracy; Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; *Preservice Teacher Education
IDENTIFIERS- *Centers of Pedagogy

This book, designed for provosts, college deans, school leaders, and university faculty, provides guidance on achieving transformation in teacher education through a structural innovation called a "Center of Pedagogy." The book provides a rationale and illustrations of ways to build bridges among the arts and sciences, education, and partner schools to create a faculty devoted to strengthening teacher preparation and schooling. The book examines a growing movement of schools and universities collaborating to break down traditional barriers and promote systemic educational renewal, offering a practical framework for advancing university-school collaboration on educational improvement. Papers draw from university deans' diverse experiences and emphasize the Centers of Pedagogy model. Featuring case examples from many successful partnership programs, this book studies policies, organizational structures, and other key conditions needed to establish such vital centers. Part 1, "The Case for Centers of Pedagogy," includes "The Roots of an Idea," "Operating Effective School-University Partnerships," and "Centers of Pedagogy: The Concept." Part 2, "Centers of Pedagogy in Practice," includes discussions of programs at Montclair State University, New Jersey; Brigham Young University, Utah; and The University of Texas at El Paso. Part 3, "Developing Successful Centers of Pedagogy," features "Crosscutting Themes: Goals, Principles, and Obstacles," and "Current Conditions, Essential Qualities, and Lessons for the Future." John Goodlad offers an afterword. An appendix contains a survey of institutions of higher education. (SM)

ED 429 935 SP 038 423

Clark, Richard W.
Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
PUB DATE- 99
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College School Cooperation; Democracy; Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Program Evaluation

This book presents a theoretical basis for Professional Development Schools (PDSs) as well as practical guidance for establishing, funding, and evaluating them. It offers a units over the 6-week study. They worked in groups of four and were switched to different small groups after each unit was taught. They applied their mathematical knowledge to complete hands-on geometry investigations. The researcher videotaped students as they performed activities in each of three task settings: applied, integrated, and abstract. The students completed three interviews (one after each unit). Data analysis examined students' participating behaviors and factors influencing the amount and quality of student discourse. Results found five types of participating behavior (giving information, asking or requesting information, directing others, helping others, and agreeing or disagreeing with others). Teacher variables significantly influenced the types of participating behavior. Variables included teacher pedagogical content knowledge, teacher questioning strategies, use of instructional strategies, and classroom norms. The quality of student discourse depended on the background knowledge students could apply to the task. (Contains 21 references.) (SM)

ED 429 954   SP 038 450

Tang, Tak-On; Yeung, Alexander Seeshing
Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
PUB DATE- 99
NOTE- 22p.; Paper presented at the International Conference on Teacher Education (Hong Kong, February 22-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Workload; Foreign Countries; High Schools; *Job Satisfaction; Secondary School Teachers; *Stress Variables; Student Behavior; *Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teacher Motivation; Teaching Conditions
IDENTIFIERS- Hong Kong

This study investigated factors that affected stress, burnout, and job satisfaction among Hong Kong high school teachers. First, the researchers interviewed former Hong Kong teachers to determine possible teacher stress sources. On the basis of their suggested list of stress sources, the researchers created a questionnaire that included items specific to the Hong Kong situation. The six teacher stress sources were: students (misbehavior and undesirable attitudes); others (supervisors and inspectors); curriculum (exam demands); duty (nonteaching duties); teaching (time constraints and work output); and recognition (lack of recognition for teaching and administrative tasks). The three teacher burnout constructs were stress arousal, energy conservation, and exhaustion. A group of 259 high school teachers from Hong Kong responded to the survey, which examined sources of stress, burnout, and job satisfaction. Data analysis indicated that all six of the stress sources significantly related to all of the burnout outcomes. Among the six stressors, teacher workload was the strongest determinant of teacher burnout. The students and others factors had the strongest impacts on job satisfaction. (Contains 42 references.) (SM)

ED 429 955   SP 038 451

Giordmaina, Joseph
Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.

(However, there is no certification or endorsement for middle grades in Texas teacher preparation programs.) Principals believed Texas universities adequately prepared preservice teachers, but preservice teachers needed more information about working with children and parents living in poverty. (Contains 37 references.) (SM)

ED 429 974 SP 038 477

Belk, Jo Ann; Thompson, Richard
Are Preservice Teachers Literate in Grammar and Usage?
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *English; Evaluation Methods; *Grammar; Higher Education; Preservice Teacher Education; *Preservice Teachers

This paper presents an instrument, the Grammar Inventory for Teachers (GIFT), that may be used to determine preservice teachers' knowledge and use of correct grammar. The paper explains that communication skills are critical characteristics of effective teachers, and preservice teachers must be competent in their knowledge and use of grammar in order to communicate effectively with students and the general public. Teachers in graduate classes helped ascertain what grammar and usage knowledge was important for teachers to know. Researchers constructed evaluation items, and teachers were asked to affirm that the items had face validity. Four language arts instructors examined the test items and agreed that the items had validity. Researchers used the split-half method to determine the reliability of the GIFT. They administered two forms of the GIFT to 40 preservice teachers to determine the split-half reliability coefficient (.76). The final instrument measured grammatical knowledge and knowledge of standard English usage, focusing on parts of speech, sentence elements, correct use of verbs, subject and verb agreement, and pronoun usage. The paper includes a copy of the GIFT. (Contains 13 references.) (SM)

ED 429 975 SP 038 479

Lemlech, Johanna K.; Hertzog, Hillary H.
Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Collegiality; *Cooperating Teachers; Discipline; Elementary Education; Elementary School Teachers; Faculty Development; *Feedback; Higher Education; *Master Teachers; Preservice Teacher Education; *Reciprocal Teaching; *Student Teachers; Teacher Improvement; *Teacher Influence

This study investigated what master teachers and student teachers learned from one another during reciprocal teaching. Data came from two exploratory case studies at elementary schools in southern California. The first study focused on the

Zealand Association for Research in Education (Dunedin, New Zealand, December 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Library Instruction; *Library Skills; *Secondary School Students; Sex Differences; *Test Construction
IDENTIFIERS- New Zealand

Two instruments were developed to elicit information about students' abilities and their instructional needs in finding information in a library. Tests of student skills were developed through a series of empirical trials and reviews. The third trial of the test was carried out by using whole classes selected randomly to yield two classes from four schools for each test. Results show that the developed elementary (grades 5 and 6) and intermediate (grades 7 and 8) tests are sufficiently reliable to proceed to national standardization. The tests for secondary school students has many difficult items, and will require further developmental trials before national standardization. Test results show that girls score higher and are rated higher than boys, and that students in high-performance schools ("high decile") score better than those at low and middle levels of performance. Older students also tend to do better than younger ones. The tests seem to be moving in the right direction in terms of their ability to discriminate reliably among candidates, and they should permit teachers to make informed decisions about the learning needs of a wide variety of students. (Contains nine tables, four figures, and two references.) (SLD)

ED 429 996 TM 029 706

Gussie, William F.; Wright, Robert
Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrators; Elementary Secondary Education; *Portfolio Assessment; Portfolios (Background Materials); *Program Implementation; *School Districts; State Programs; Teacher Attitudes; *Teachers; Testing Programs
IDENTIFIERS- *New Jersey

The progress school districts throughout New Jersey made in implementing a system of portfolio assessment and the factors that promoted or prohibited the implementation of this system were studied. In all, 262 teachers and 109 administrators completed and returned questionnaires on portfolio assessment. Findings indicate that teachers and administrators believe that portfolio assessment can provide an effective means of assessing students' performance in schools, but that actual practices in their schools have not been as successful. Critical to the success of implementing a system of portfolio assessment is the need to identify clearly when and how portfolios are to be used. It is also important to identify the

the individual learning process in a problem-based curriculum. The variables under investigation were: (1) student-generated learning issues; (2) individual learning process; (3) reporting in the tutorial group; and (4) achievement. A questionnaire containing 21 items was developed. Data were collected in the first year from 195 students at the Medical School of Maastricht University (the Netherlands) in the 1997-98 school year. Data were analyzed with a structural modeling approach. Results indicate that the model fitted the data well. The path coefficients were moderately high, particularly between the explanation-oriented approach and the depth of the reporting in the tutorial group. High path coefficients were also found between the depth of the reporting and achievement. In sum, the model gives insight into how important variables are related. It is recommended that data be collected to test the model repeatedly. (Contains 2 tables, 2 figures, and 14 references.) (Author/SLD)

ED 430 018   TM 029 731

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Contracts; Elementary Secondary Education; State Legislation; *State Programs; *Testing Problems; Testing Programs
IDENTIFIERS- *TerraNova Multiple Assessments; Test Publishers; *Wisconsin

The Wisconsin legislature has required the Department of Public Instruction to adopt or approve standardized tests for statewide use to measure student attainment of knowledge and concepts in grades 4, 8, and 10. Although school districts generally gave high ratings to the contents of TerraNova (McGraw Hill), the testing instrument most recently used, there was dissatisfaction with the administration of the testing program in 1996-97. A review of testing program administration, scoring, and reporting was conducted, and the test procurement process was also evaluated. Three problems were identified as leading to significant inconvenience and frustration: (1) a delay in receiving testing materials for the Milwaukee public schools with an associated delay in testing and scoring, delaying statewide results; (2) missing questions from the fourth-grade examination that required software modifications; and (3) pages that separated from test booklets, which caused scoring problems. Evaluation indicated that the testing process improved in the 1997-98 school year. Some issues in the test bidding process are considered, including problems of testing program continuity if the test vendor changes due to cost or other administrative requirements. Some changes are recommended to improve the testing program, but it is noted that frequent structural changes can diminish the program's ability to identify long-term trends. A response from the Department of Public Instruction to the State Legislative Audit Bureau is included. (Contains three tables.) (SLD)

ED 430 019   TM 029 732

Gersten, Russell; Baker, Scott
Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.

*Testing Programs; *Transitional Programs
IDENTIFIERS- *England; *General Certificate of Secondary Education

A study was conducted in England in 1997 to consider materials that were available to support students making a transition from compulsory education to the study of mathematics in noncompulsory post-16 education. This report on the study also contains an outline of the basic structures of the English education system and its assessment provisions. Recent changes in the English educational assessment system and to the curriculum with the adoption of the National Curriculum have created considerable interest in the transition students face between the General Certificate of Secondary Education (GCSE) mathematics and the "A level" examinations required for university entrance. Responses by 67 colleges and schools to a questionnaire about the transition were used to select 5 institutions for case studies and interviews about practices. Specific information about difficulties schools and colleges noted about gaps between the two mathematics curricula are identified and grouped into concerns about teaching in the "pre-16" years, teaching related to the GCSE, and teaching for students after the age of 16 who are beginning their A-level courses of study. Five recommendations are made for easing students' transition between the two curricula. Appendixes contain the attainment target for mathematics, a mathematics task, and a list of A-level prerequisites in mathematics. (Contains six references.) (SLD)

ED 430 039 TM 029 783

Lazarte, Alejandro A.
Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Difficulty Level; Higher Education; Probability; *Responses; Simulation; *Test Items; Testing; Time Management; *Timed Tests; Undergraduate Students

Two experiments reproduced in a simulated computerized test-taking situation the effect of two of the main determinants in answering an item in a test: the difficulty of the item and the time available to answer it. A model is proposed for the time to respond or abandon an item and for the probability of abandoning it or answering it correctly. In the first experiment, the 47 undergraduate participants were instructed to answer before a certain number of seconds. Results of this experiment suggest that the process to cope with an item is a two-stage decision process in which subjects check to see if the demands of an item match the available time resources. If so, they continue looking for a solution, and if not, they abandon the item. The 48 subjects in the second experiment had to meet an overall deadline of 12 seconds when "tests" or triplets of 3 items were presented. In most subjects, the probability of abandoning the item was still a function of the item's difficulty, but fewer subjects showed an effect of the item's deadline. These results show that under a more realistic test-taking situation, the subject's perception of a deadline to produce an answer is not clearly affected by the external should assure the child that the name caller was wrong. If name calling or exclusion is a frequent problem in school, teachers can implement character-education lessons that help all the children in the class be more sensitive to and accepting of each other. Those who work with children must be sure that they model appropriate behavior and they don't ignore the use of bigoted language by other adults so that children can learn that they can help overcome racism, sexism, and other forms of bigotry. (SLD)

ED 430 060 UD 032 901

Perez-Febles, Alina; Albus, Kathleen; Weist, Mark
Development of an Adolescent Neighborhood Affiliation Measure.
PUB DATE- 99
NOTE- 15p.; Poster presented at the Biennial Meeting of the Society for Research on Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Inner City; Low Income Groups; *Neighborhoods; Psychological Characteristics; *Test Construction; *Urban Youth; *Violence
IDENTIFIERS- *Affiliative Behavior

A study was conducted to develop a theoretically and statistically sound measure of neighborhood affiliation for use with low-income urban youth. The aim was to develop a measure that can be used in future studies to predict community violence exposure among adolescents from inner-city neighborhoods. Participants were 167 adolescents from a public high school in Baltimore (Maryland). They completed a self-report scale, a measure of exposure to violence, a risk behavior survey, a demographic questionnaire, and the newly developed measure, "Me and My Neighborhood," which was based on other measures in the adult literature assessing neighborhood cohesion and reports from focus groups and clinical work in the community of interest. Findings support the reliability of this new measure of neighborhood affiliation. Future studies are planned to replicate reliability findings, demonstrate convergent and discriminate validity, and examine the association of neighborhood affiliation and exposure to violence among inner-city youth. (Contains 4 tables and 27 references.) (SLD)

ED 430 061 UD 032 902

Marcon, Rebecca A.
Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
PUB DATE- 99
NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; Competence; Demography; *Early Adolescents; Elementary School Students; High Risk Students; Intermediate Grades; Junior High School Students; Junior High Schools; Low Income Groups; *Minority Groups; *Self Concept; Socioeconomic Status; *Student

Contains 437 references. (AMC)

ED 429 667 PS 027 303

Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.
PUB DATE- 96
NOTE- 210p.; For 28th Annual Survey of High Achievers, see PS 027 304; for 29th Annual Survey, see PS 027 313.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Attitudes; *Adolescents; Cheating; Depression (Psychology); Educational Environment; Expectation; Family Environment; *High School Students; High Schools; Money Management; Parent Child Relationship; Peer Relationship; Sexuality; Social Attitudes; Substance Abuse; Suicide; Tables (Data); Violence
IDENTIFIERS- Adolescent Behavior

This report details the 27th annual study to examine the attitudes of student leaders in U.S. high schools. Participating in the survey were 3,370 adolescents, primarily 16- and 17-year-olds, who had been featured in the 1996 edition of "Who's Who Among American High School Students." The report presents demographic information on the survey participants and provides tables of the survey findings, including breakdowns by sex, race, type of school attended, and type of community. The findings are organized in the following sections: education; school uniforms; prayer in school; high school experiences; school violence; weapons; cheating in school; sexual behavior and attitudes; sexual harassment, assault, and date rape; cigarettes, alcohol, and drugs; peer pressure; tattoos/body piercing; future plans; personal finances; confidence in institutions; important influences; home life; happiness/depression; suicide; popularity; lifestyles; the nation's and their generation's greatest crisis; aspirations; media/technology; prejudice; ethnic diversity and immigration; and abortion. A summary section highlights overall findings, which indicated unexpected levels of stress, depression, and thoughts of suicide. Sexual issues were worrisome to many of these students, and three-quarters admitted to cheating in school to get ahead. Most students studied 7 hours or less per week, and spent at least 8 hours or more per week on social activities, athletics, extracurricular activities, and watching television. (KB)

ED 429 668 PS 027 304

Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.
PUB DATE- 97
NOTE- 169p.; For 27th Annual Survey, see PS 027 303; for 29th Annual Survey, see PS 027 313.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Abortions; Adolescent Attitudes; *Adolescents; Cheating; Depression (Psychology); Eating Disorders; Educational Environment; Expectation; Family Environment; *High School Students; High Schools; Internet; Parent Child Relationship; Peer Relationship; Sexuality; Social Attitudes; Substance Abuse; Suicide; Tables (Data); Violence

ED 429 686 PS 027 446

Schlemmer, Phil; Schlemmer, Dori; Pernu, Caryn, Ed.
Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
PUB DATE- 99
NOTE- 148p.; For projects for grades 6 and up, see PS 027 447.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; Activity Units; Class Activities; *Creative Activities; Creative Development; Creativity; Curriculum Guides; Elementary Education; *Elementary School Curriculum; *Independent Study; Individual Activities; *Learning Activities; Multiple Intelligences; Performance Based Assessment; *Student Projects; Teaching Methods; Thematic Approach
IDENTIFIERS- *Self Direction

This book presents performance-based projects to provide elementary school students both the structure and the freedom to become actively engaged in their own learning. The approach is based on the concept of authentic learning, which advocates a relevant, real world experience to personally engage students in learning. The book is divided into four themes, each of which includes a project at three different levels: beginning, intermediate, and advanced. Each project begins with an introduction, outline of the assignment, a list of materials required, and a list of concepts students will study. A customized assessment form is included for each project. The theme of part 1 is living things; this section presents projects on seeds, zoo designing, and imaginary animals. The theme of part 2 is numbers and measurement; this part presents projects on distance, student census, and budgeting. The theme of part 3 is people and places; this part presents projects on home, American heroes, and famous people and places. The theme of part 4 is research; this part presents projects on educational collages, encyclopedias, and interactive educational software programs. The book concludes with a student resources section which addresses choosing a topic, finding resources, taking notes, planning the writing, editing, and finding resources. (SD)

ED 429 687 PS 027 447

Schlemmer, Phil; Schlemmer, Dori; Pernu, Caryn, Ed.
Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
PUB DATE- 99
NOTE- 174p.; For projects for grades 1-5, see PS 027 446.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; Activity Units; Class Activities; *Creative Activities; Creative Development; Creativity; Curriculum Guides; Elementary School Curriculum; *Independent Study; Individual Activities; Intermediate Grades; *Learning Activities; Multiple Intelligences; Performance Based Assessment; Secondary Education; Secondary School Curriculum;

incorporated."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Educational Finance; Evaluation Research; *Financial Support; Low Income Groups; *Outcomes of Education; *Preschool Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- Idaho; *Preschool Effects; *Project Head Start

This background paper details Head Start, a federally funded program serving preschool age children from low-income families, and focuses on the program's effectiveness and the adequacy of historic federal funding levels. The paper provides an overview of the Head Start Program, describes federal requirements for local programs, and describes Head Start services in Idaho. The paper also details federal Head Start appropriations, enrollment, and costs per child from fiscal year 1995 to 1999, both nationally and for Idaho. In addition, the paper lists the states providing no state funding for Head Start, those providing direct state funding for Head Start, and those with state-funded pre-kindergarten programs other than Head Start. The paper notes although it is difficult to determine the overall impact and effectiveness of Head Start nationwide because of the variation in local programs, recent research concerning local programs has generally found them to be effective in preparing children for school. However, the General Accounting Office has concluded that the existing body of studies was not sufficient to develop a national estimate of the impact of Head Start and recommended that the Department of Health and Human Services conduct a nationwide assessment of the impact of Head Start programs. The Department of Health and Human Services maintains that existing research has already provided clear evidence of the positive impacts of Head Start services. The paper concludes with a list of proposed evaluation questions for Idaho Head Start programs. (KB)

ED 429 704 PS 027 526

Seng, Seok Hoon; Thirumurthy, Vidya
Mathematics Curriculum in India and Singapore.
PUB DATE- 99
NOTE- 11p.; Paper presented at the International Conference of the Association for Childhood Education International (San Antonio, TX, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Cross Cultural Studies; Cultural Background; *Cultural Differences; Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Parent Attitudes; Parent Participation; *Parent Role; Parent School Relationship; *Preschool Education
IDENTIFIERS- India; Singapore

This paper compares and analyzes preschool mathematics education in Singapore and India in terms of strategies, learning activities, teacher expectations, and parental involvement. The paper describes the mathematics curriculum of one school in Erode, India, including teaching methods, and in Singapore. The results of a parent survey in each country are presented, highlighting different parental attitudes toward mathematics education, math achievement for boys and girls, parental involvement in math education, and classroom instruction. (JPB)

Child Labor.
PUB DATE- 98
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Child Labor; Child Welfare; *Children; Compulsory Education; *Developing Nations; Educational Attainment; Enrollment; *Federal Legislation; Federal Programs; Foreign Countries; Program Descriptions; Public Policy

This report reviews the child labor situation in 16 countries where child labor has been identified as a problem, and the level and types of action being undertaken to reduce child exploitation. The information is based on material gathered during field visits to Bangladesh, Brazil, Egypt, Guatemala, India, Kenya, Mexico, Nepal, Nicaragua, Pakistan, Peru, the Philippines, South Africa, Tanzania, Thailand, and Turkey; testimony submitted to the Department of Labor; and other reports. The report notes that at least 250 million of 5- to 14-year-olds are working in developing countries, tens of millions under exploitative and harmful conditions. The report also identifies child labor laws for each country, notes that legislation often excludes sectors in which most children work, maintains that inadequate enforcement of child labor laws remains widespread, and asserts that child labor laws should be made comprehensive in scope and coverage and that enforcement should be improved. Further, the report describes governmental education initiatives aimed at increasing primary school enrollment, retention, and completion rates by overcoming impediments to educational attainment. Finally, the report presents examples of targeted efforts implemented or advanced by governments to address the exploitation of working children. The report concludes that the information can serve as a framework for further study and evaluation of the progress toward eliminating child labor in the countries studied. Six appendices include information on methodology, sources, and relevant child labor provisions. (KB)

ED 429 724   PS 027 549

Student Health Partnership Planning Guide: 1999-2000.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; Comprehensive School Health Education; *Financial Support; Foreign Countries; Health Promotion; *Integrated Services; *School Health Services; State Programs
IDENTIFIERS- Alberta; School Based Services

The Student Health Initiative is a joint initiative of the Canadian provincial government partners of Education, Health, Family, and Social Services; the Alberta Mental Health Board; the Child and Family Services Secretariat; and Community Development. The initiative is designed to strengthen the capacity to deliver health and related support services to children with special health needs registered in school programs. This document summarizes funding information and outlines student health initiative principles and joint service planning as well as annual reporting requirements. Part 1 describes the Student Health Initiative, including the purpose definitions suggest that a FAB should determine the function that the problem behavior serves for the student, describe the undesirable behavior and the circumstances of its occurrence and nonoccurrence, and define reinforcers that maintain the behavior. Glasser's choice theory, also known as control theory, posits that humans have five basic needs and that all behavior is undertaken to meet or satisfy these needs. Five elements of a FAB (need for philosophical orientation, description of child's behavior, precipitating factors, hypothesis for explanation, and identifying variables for change) are correlated with five elements of choice theory (choice theory itself, total behavior system, external environment, identifying the unmet need, and developing a plan). (SV)

ED 429 742 RC 021 892

Cohen, Libby G.; Spenciner, Loraine
Biotechnology Works!
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistive Devices (for Disabled); Biotechnology; *Disabilities; Hands On Science; *High School Students; High Schools; *Science Education; Special Education; Student Attitudes; *Student Experience; *Summer Science Programs; Teacher Expectations of Students; *Teacher Student Relationship

There have been few initiatives addressing the improvement of science education for students with disabilities. Funded by the National Science Foundation, Biotechnology Works is a summer institute in immunology and genetics for students with disabilities, high school science teachers, and high school counselors. During the 1998 summer session, activities included developing curriculum adaptations for students with disabilities, mentoring high school science students, developing curriculum materials, and developing career development materials to encourage the participation of students with disabilities in science careers. Student activities included hands-on laboratories. Extended interviews were conducted with the 14 students who attended the 1998 summer institute. The students were 15-18 years old and had physical, emotional, or learning disabilities. Major interview themes related to the students' experiences were limited availability of science courses and science labs, the importance of teacher support, lack of adapted laboratory equipment, the importance of high teacher expectations and standards, and a desire to accomplish the work on their own. The students reported continued difficulties in their own science education programs, with the most striking finding being the few laboratory experiences available in either regular education or specialized settings. A variety of common adaptations and assistive technology used in the summer institute are listed. (SV)

ED 429 743 RC 021 893

Gervais, J. Donna; Baker, Mona
Personalized Opportunities To Learn (POTL): Achieving to High

Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; Elementary Secondary Education; Federal Programs; *Grantsmanship; Higher Education; *Minority Group Teachers; Rural Schools; Special Education; *Special Education Teachers; *Teacher Education; *Technical Assistance; Tribally Controlled Education
IDENTIFIERS- *Minority Institutions of Higher Education

The Alliance Project strives to increase the participation of minority institutions of higher education (MIHEs) in personnel preparation grants, contracts, and cooperative agreements supported by the Individuals with Disabilities Education Act. The project's primary purpose is to create a more diverse pool of special educators and related service providers. To be eligible under the MIHE umbrella, an institution must be a historically Black college or university or have 25 percent or more enrollment from underrepresented ethnic groups (excluding foreign students). Since its start in 1991, the project has assisted with 862 proposals submitted by MIHEs to the Office of Special Education Programs, and 226 of these were funded. In fiscal years 1997 and 1998, the success rates for proposals from historically Black colleges and tribal colleges were 30-40 percent. During its existence, the project has served faculty from 46 rural MIHEs, primarily tribal colleges and historically Black colleges. Typical activities include grant writing workshops, other seminars and meetings, and one-on-one mentoring to refine proposals. Seven current and recently funded project directors described the impact of federal funding on MIHE programs and on the teacher pool available to local rural school districts. Tips are offered to rural MIHEs for recruiting students into special education preparation programs and for retaining nontraditional students. Current services available to rural MIHEs through the Alliance Project are listed. (SV)

ED 429 760 RC 021 910

Wilcox, Jackie; Hoover, John; Burthwick, Pauline
Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *College School Cooperation; *Culturally Relevant Education; *Disabilities; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Institutes (Training Programs); *Mathematics Education; Program Evaluation; *Science Education; Summer

Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Bilingual Teachers; *College School Cooperation; Elementary Secondary Education; Experiential Learning; Higher Education; Mentors; *Nontraditional Students; *Preservice Teacher Education; *Rural Schools; Special Education; *Special Education Teachers; Teacher Education Programs
IDENTIFIERS- *Arizona (Santa Cruz County); Mexico United States Border; Northern Arizona University

Northern Arizona University (NAU) and Nogales Unified School District established a school-university partnership in 1998 to prepare special education teachers to work in the rural Mexican border area of southern Santa Cruz County, Arizona. All 25 students in the program's first cohort were working adults from the local area, bilingual and already employed as teacher assistants or serving as volunteer teacher interns. The shortage of qualified elementary and special education teachers in the area was one factor leading to federal grant funding. The nontraditional program integrates individual courses into a 15-hour block of coursework per semester. Courses are taught in late afternoons by NAU faculty at a Nogales school and are enriched by resource specialists and guest speakers. A required supervised internship in an inclusive elementary classroom or a special education setting provides a valuable experiential component. Training sessions hosted by NAU faculty for mentors in the internship component foster a close working relationship among the parties. Although the program provides many opportunities for research, the demands of such a comprehensive program preclude efforts beyond the on-going evaluation. Because of the dedication of NAU facility and the continuing need for bilingual, special education teachers in the region, there is a positive outlook for institutionalization of the program. Steps in the program's implementation plan are listed. (TD)

ED 429 776 RC 021 926

Schuster, John W.; Collins, Belva C.; Hall, Meada G.; Griffen, Ann B.
Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Graduate Study; Higher Education; Interactive Television; Low Incidence Disabilities; Program Development; *Rural Education; *Special Education Teachers; Teacher Education; *Teacher Education Programs

NOTE- 12p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Academic Persistence; *College Bound Students; *College Freshmen; Family Influence; Foreign Countries; High Schools; Higher Education; Predictor Variables; *Rural Youth; *Student Attitudes; Student Surveys
IDENTIFIERS- Australia (Riverina)

A two-phase study assessed the extent to which a set of variables predicted rural secondary students' likelihood of continuing to college and sought to determine predictors of rural students' academic success at the completion of first-year university study. Participants were drawn from seven state coeducational secondary schools in the Riverina (Australia) region. Phase 1 gathered school achievement data from 281 rural secondary students for year 10 and year 12 and developed measures of family background, school commitment, and goal commitment from student surveys. Results indicate that although academic achievement was the most important predictor of continuation to university study, other family background and attitudinal factors were also related to this outcome. In addition, a student's future academic success was largely predictable at the end of year 10. Phase 2 monitored the first-year progress of 54 of the 125 students from phase 1 that attended college. Results indicate that although academic achievement and course satisfaction predicted a student's likelihood of passing all first-year subjects, the latter was the more important predictor. Course satisfaction stemmed from the related attitudinal measures of student identity and sense of purpose. Contains 20 references. (TD)

ED 429 793 RC 021 948

Gibson, Ian W.; King, Sheila
Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
PUB DATE- 97
NOTE- 16p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Distance Education; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Higher Education; Information Technology; *Partnerships in Education; Professional Development; *Rural Education; School Community Relationship; *Teacher Education; Technological Literacy
IDENTIFIERS- Australia; *Technology Utilization

Australian schooling is undergoing a revolution in structure, management, and organization brought about by the advent of information and communication technologies in educational settings. This paper emphasizes the value of relationships detectors; and field experiments to measure the clarity of different bodies of water, study the plankton that make up the base of the food chain for marine organisms, and assess plant cover in land plots. Each experiment is organized to show educational level (junior and/or senior high) objective, tools needed, procedure, and results and discussion. One experiment for high school that assesses air pollution substitutes a section on quantitative evaluation for results. A resource list is also included. (PVD)

ED 429 811 SE 062 103

Lewis, Jim
I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
PUB DATE- 98
NOTE- 30p.; Ink color may not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Elementary Education; *Energy Conservation; *Environmental Education; Instructional Materials; Natural Resources; *Recycling; Science Education; *Values Education
IDENTIFIERS- *Florida

This booklet provides information to children on responsible environmental behavior, both at home and at school, using the concept of environmental citizenship as an organizing principle. Environmental citizens understand that they must behave in ways that do not harm the environment and make it better. Environmental citizens also understand that they are a part of the environment and hence must act as though their lives depend on good environmental citizenship. Topics include conservation indoors through saving electricity and water, conservation outdoors through planting native trees and composting, conservation at school through lunch container choices and raising environmental awareness among adults, recycling at home and school, and closing the environmental recycling loop by buying recycled products. Games, quizzes and puzzles are also included. This booklet refers to native trees, the heat conditions, and the water quality in the Floridian environment but the content can also be extended for use elsewhere. (PVD)

ED 429 812 SE 062 251

Kanes, Clive, Ed.; Goos, Merrilyn, Ed.; Warren, Elizabeth, Ed.
Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
PUB DATE- 98
NOTE- 382p.; For Volume 2, see SE 062 252.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Arithmetic; Calculators; Educational Assessment; Educational Technology; Elementary Secondary Education; Foreign Countries; Geometry; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Number Concepts; Problem Solving; *Teaching Methods
IDENTIFIERS- Mathematics Education Research Group Australasia

The first volume of this proceedings contains the papers

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 77p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Integrated Activities; *Interdisciplinary Approach; *Mathematics Education; Middle Schools; *Science Education; Student Teachers; *Teacher Education

This study presents a detailed description and an interpretation of efforts made to prepare prospective upper elementary/middle level teachers to make connections between science and mathematics. The focus of this study is placed on the undergraduate teacher candidates' senior year in which they take science methods in the fall and participate in student teaching in the spring. Participants in this year-long study included the science methods professor and his co-researcher, 30 teacher candidates in the fall science methods course, and a sample of 6 select teacher candidates participating in student teaching in the spring. The six teacher candidates were distinguished from the other teacher candidates in this study by their participation in an undergraduate teacher preparation program funded by the National Science Foundation (NSF) called the Maryland Collaborative for Teacher Preparation (MCTP). A key implication from the science methods phase of the study was that while all participants benefited from the teaching innovation to blend mathematics and science in the methods course, the teacher candidates participating in the specialist program were particularly receptive to and accomplished in making connections between mathematics and science. Candidates seemed to benefit preferentially due to their prior experience in content specialist classes in which the professors emphasized the connections between the two disciplines. This study also showed that when making connections, some of the teacher candidates were inclined to construct visions of the role of mathematics and science that specialists in the disciplines might find problematic. A key implication from the student teaching phase of this study was that while most of the benefits of the innovation continued, the process of enculturation of the student teachers in extant cultures differentially supported aspects of the innovation. Of particular note is the tension that emerged between student freedom to engage in inquiry and a perceived need to limit student off-task behavior and confusion through the use of more explicit instruction. (Contains 11 references and 6 tables. Appendices contain 3 interview protocols.)(Author/WRM)

ED 429 831 SE 062 394

Soyibo, Kola; Lofters, Paula
An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Foundation in a System of Lifelong Learning" (S. V. Gorbun and O. K. Tikhonova); (3) "Creating Reading Textbooks for the Primary Grades" (R. N. Buneev and E. V. Buneeva); (4) "Modeling Effective Instructional Processes" (A. A. Ryvkin); (5) "Innovative Processes in Rural Schools" (G. F. Suvorona); (6) "The Rebirth of National Traditions" (N. V. Prokhina); and (7) "From Computer Literacy to Logical Thought" (A. A. Muranov). (BT)

ED 429 852 SO 029 128

Ashmore, Rhea A.; Cao, Zhen
Teacher Education in the People's Republic of China. International Studies in Education.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Change; Educational History; Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Modernization; Personal Narratives; *Student Experience; *Teacher Education
IDENTIFIERS- *China

Since the late 1970s, the central government in China has focused on education reform as one of the key components to achieve the goal of the four modernizations: (1) agriculture; (2) industry; (3) science and technology; and (4) defense. Reform outlines and government mandates have significantly affected education in China at all levels. A brief chronology of education is highlighted and an explanation is given about how teacher education has evolved since the time of Confucius. The monograph includes vignettes taken from original essays. These essays are the extemporaneous writings of Chinese students at the Shanghai International Studies University. (BT)

ED 429 853 SO 029 147

Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Field Trips; Instructional Materials; Learning Activities; *Local History; *Museums; Social Studies; *State History
IDENTIFIERS- *Arizona (Phoenix); State Capitals

Information about Arizona's history, government, and state capitol is organized into two sections. The first section presents a timeline of Arizona history from the prehistoric era to 1992. Brief descriptions of the state's entrance into the Union and the city of Phoenix as the selection for the State Capitol are discussed. Details are given about the actual site of the State Capitol and the building itself. The second section analyzes the government of Arizona by giving an explanation of the executive branch, a list of Arizona state governors, and descriptions of the functions of its legislative and judicial branches of government. Both sections include illustrations or maps and reproducible student quizzes with

Elementary social studies was "custom made" to fit progressive era issues and theories, and to "develop" children into good citizens. Social studies has not developed fast enough to keep pace with culture changes since World War II. Assumptions changed in the United States during World War II and elementary social studies curriculum failed to adapt to the new demands and theories. This explains why social studies is a vanishing species of curriculum. Social studies is unable to compete with language arts for space in the "basic" curriculum. This paper reviews the context and explains the developmental theory that supported the social studies in the progressive era. An explanation of John Dewey's concerns and the serious flaws in elementary social studies is given. A case study of why and how a group of parents successfully supported social studies in Texas in 1980 proves these parent views align perfectly with humanist philosophy, clear political demands, and with modern cognitive psychology that replaced genetic stage theory. The paper suggests that social studies can realign with key forces in today's social and theoretical context to regain an important role in elementary curriculum. Contains 38 references. (BT)

ED 429 873 SO 029 429

Miller, Dana L.; Creswell, John W.; Olander, Lisa
Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Descriptive Writing; Ethnography; Higher Education; *Homeless People; Qualitative Research; *Story Telling
IDENTIFIERS- Narrative Text; *Retelling; *Soup Kitchens; Writing Contexts

An ethnographic study narrated three tales about a soup kitchen for the homeless and the near-homeless. To provide a cultural, ethnographic analysis, and share fieldwork experiences the study began with realist and confessional tales. These two tales emerged from the initial writing and presenting of the soup kitchen ethnography to qualitative research classes. As the study was shared with social justice researchers after leaving the field, a critical perspective emerged, leading to the reflective interrogation of the realist and confessional tales. The study's text describes how multiple ethnographic tales emerge and are further shaped by the retelling of the tales. Contains 2 figures and 35 references. (Author/BT)

ED 429 874 SO 029 430

Stallworth-Clark, Rosemarie; Nolen, Martha T.; Warkentin, Robert; Scott, Janice S.
Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

Allen, Rodney F.
Teaching Secondary School Geography with a Focus upon National Images.
PUB DATE- 98
NOTE- 21p.; Light type throughout.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Critical Thinking; Curriculum Development; Foreign Countries; *Geography; *Geography Instruction; Global Approach; *Instructional Effectiveness; Learning Activities; Secondary Education; Social Studies; Textbook Content; *World Views
IDENTIFIERS- Great Britain; *Nation States; *National Image; South Korea

The world is made up of over 185 nation-states. This paper offers advice for geography teachers and students on how to focus their study of some nations in terms of their national images. The goals for studying national images are (1) to understand how national images are constructed and influence thought and behavior; (2) to test the linkage between perspective and reality in the images that students have of other nations and their own; (3) to critically examine the national images served to them uncritically by their geography textbooks; and (4) to understand how many nations today are consciously trying to redefine their national images to be able to sell themselves and their products and services in the global marketplace. The paper provides examples of national images, using South Korea (through images in textbooks, the media, national products, and national images); and Great Britain (under Prime Minister Tony Blair) and its campaign to change its national image.
Activities for geographic study that center on national image are strategies that students find interesting and challenging. Contains 10 references. (BT)

ED 429 895 SO 030 572

Allen, Rodney F.
Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Curriculum Development; Drama; Law Related Education; *Novels; Secondary Education; *Social Studies; *Staff Development; *Student Needs; Units of Study
IDENTIFIERS- *Billy Budd; Meaning Construction; Melville (Herman)

The question of why only English teachers and their students study Herman Melville's novel, "Billy Budd," is raised in this paper. The book offers insights and fundamental social questions for students in secondary school social studies. Suggestions are offered as to how social studies teachers (with their perspectives, concerns, and curriculum goals) could design and conduct teaching and learning using "Billy Budd" for secondary school students in history, law, sociology, and other social studies curriculum contexts. It describes a collaborative staff development experience that used the drama form of "Billy Budd" for discussion and for Internet and integrate technology driven data into the research process." Successful completion of the seminars/workshops means that each student completes satisfactorily 80% of the materials covered in each of the nine sessions. Pedagogical strategies are attached. Contains a 12-item selected bibliography. (BT)

ED 429 914 SO 030 671

Casiano, Gloria M.
Music Literacy in Kindergarten.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Integrated Activities; *Kindergarten; *Music Activities; *Music Appreciation; *Music Education; *Oral Language; Primary Education; *Songs
IDENTIFIERS- *Music Literacy; New York City Board of Education

A kindergarten class from Bronx (New York) increased their skill in oral language development throughout a span of 10 weeks with daily exposure to songs, song picture books, story books, games, body percussion and instruments. Music appreciation was integrated into every area of the curriculum. The paper includes lists of songs, objectives, activities, and materials covered in the class, as well as procedures used for musical exercises for different subjects, such as mathematics, science, art, and physical education. Contains a 13-item bibliography and a 6-item bibliography of songs. (BT)

ED 429 915 SO 030 684

Schamel, Wynell B., Comp.
Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
PUB DATE- 98
NOTE- 298p.; For Volume 1, see ED 318 667.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Classroom Techniques; *History Instruction; Instructional Effectiveness; Learning Activities; *Primary Sources; Secondary Education; *United States History; *World History
IDENTIFIERS- *Analytical Reasoning; *National Archives and Records Administration; National Civics and Government Standards; National History Standards

This collection of primary source materials from the National Archives and Records Administration (Washington, DC) humanizes history so that it is real and personal to students. Intended for secondary school history teachers, the collection provides primary source documents, reports, maps, photographs, letters, diaries, posters, and recordings created by those who participated in or witnessed the events of the past. This teaching method exposes students to important historical concepts. Through analysis of primary sources, students confront two essential facts of historical work: (1) the record of historical events reflects the personal, social, political, or economic views of the participants who created the sources; and (2) students bring to the study of the sources their own biases, created by their own personal situations and their comprehensive view of the role that PDSs play in today's educational renewal efforts and insights about the potential that a quality PDS can bring to learning at many levels. It explores some of the key concepts that school- and university-based educators need to consider as they work together in PDS settings. The eight chapters are (1) "Introduction: Definition, Description, and Benefits of a Professional Development School (PDS)"; (2) "Cultivating the Fabric: Conditions in Creating a PDS"; (3) "Cutting the Cloth: Forging a Common Educational Mission"; (4) "The First Layer of Clothes: Processes in Creating a PDS"; (5) "Style, Not Fad: Essential Qualities of an Effective PDS"; (6) "Keeping the Britches Up: PDS Costs and Financing"; (7) "Ensuring that There Really are Clothes: Evaluating a PDS"; and (8) "Lead On: The Leadership Imperative." The book includes an essay by John Goodlad addressing the challenges of school-university partnerships. (SM)

ED 429 936 SP 038 424

Edwards, Patricia A.; Pleasants, Heather M.; Franklin, Sarah H.
A Path To Follow. Learning To Listen to Parents.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Literacy Education; Parent Empowerment; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Parents; Parents as Teachers; *Personal Narratives; Reading Skills; Teachers

This book discusses parent-school cooperation, suggesting that parent stories are an effective tool for accessing knowledge to benefit parent-teacher relationships. The book defines stories as narratives gained from open-ended conversations and/or interviews, where parents answer questions that illuminate traditional and nontraditional early literacy activities in the home. The book offers a step-by-step approach to creating parent story programs, sample questions, case studies, and guidelines on collecting and interpreting data. Chapter 1, "Mapping the Terrain," discusses why parents and teachers are not partners, summarizes relevant literature, and introduces parent stories. Chapter 2, "At-Risk Students and Parental Involvement," includes teachers' descriptions of at-risk students and considers difficulties in establishing conversations with such parents. Chapter 3, "Collecting Parent Stories," discusses types of questions that teachers have asked previously and suggests that they were one-dimensional, introducing the context and development of the interview questionnaire and sharing the questionnaire. Chapter 4, "Making Sense of Parent Stories," examines the process of extrapolating salient information from conversations based on parent interviews and provides an action plan to further guide conversations with parents and develop instructional plans for students. Chapter 5, "Implications of Parent Stories," discusses how teachers can seek help outside the school by creating a resource file, using a parent narrative to discuss what agencies and organizations teachers can access when students' difficulties are beyond their control. (SM)

PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Change; *Educational Innovation; Foreign Countries; Higher Education; Interdisciplinary Approach; Politics of Education; Student Participation
IDENTIFIERS- *Knowledge; *Malta

This monograph contains a case study of a controversial curricular innovation in Malta: the introduction of a subject called Systems of Knowledge at the postsecondary education level. The first part of the case study provides a historical interpretation of how Systems of Knowledge came into existence. The second part of the case study presents a detailed review of the present curriculum and examines issues that have arisen. The last part of the case study presents a discussion about how to further develop the subject. The chapters are as follows: "Introduction," "The Introductory State: 1987-89," "The Original Curriculum," "First Reactions, Results, and Responses," "Continuing Difficulties," "Confronting the Challenges," "A New Curriculum," "The New Syllabus," "The Three Core Modules," "The Teachers' Guide," "The Projects," "Communication Skills," "Interdisciplinarity," "Challenges and Problems in Teaching Systems of Knowledge," "Student Participation in Curriculum Development," "Future Development: Suggestions and Proposals," and "Conclusions." (Contains 31 references.) (SM)

ED 429 956   SP 038 455

Munchmore, James A.
Toward an Understanding Life History Research.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; English; Generalization; Literacy Education; Personal Narratives; Research Methodology; Teacher Attitudes; *Teachers
IDENTIFIERS- *Life History Method; *Teacher Thinking

This paper describes how one researcher's understanding of life history research evolved while conducting research with a high school English teacher. The life history examined the history and evolution of the teacher's beliefs about literacy and how those beliefs related to her teaching practices throughout her career. The paper begins by explaining what life history research is, then it elaborates on two experiences that helped make sense of life histories for the researcher. The first experience was around the issue of life history as an artistic interpretation (following an experience in an art museum). The second experience was a troubling conversation with a former mentor about what constituted educational research and why life history research was controversial as a topic. The paper suggests that life history and narrative research can be as robust as or more robust than quantitative studies in terms of contributions of partner elementary student teachers to the professional development of their master teachers. It involved 16 elementary student teachers, their 8 master teachers, and 3 additional supervising teachers who did not have students at the time of the study. The second study involved 56 elementary student teachers at the end of their student teaching experience. It questioned what they believed were the strengths of their master teachers and how those strengths contributed to their personal professional development. The two studies spanned 1 academic year. Both studies used observation data, questionnaires, journal entries, and interview data. Findings fell into the following categories: professional development and interaction; tacit learning of how schools and classrooms ran; practice of generic and specific instructional models/strategies; translating knowledge from the disciplines into appropriate curriculum concepts, lesson planning, and assessment; practice of situational appropriate discipline; and classroom management. Student and master teachers found the partnering experiences positive and supportive and the feedback helpful. (Contains 21 references.) (SM)

ED 429 976 SP 038 480

Cross, Mary Catherine
Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.
PUB DATE- 98
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; Questionnaires; *Self Efficacy; *Teacher Attitudes; Teachers; *Teaching Experience
IDENTIFIERS- *Peace Corps

This study investigated how returned Peace Corps teachers viewed the Peace Corps experience and its impact on their self-efficacy and cultural awareness. Participants were 154 returned Peace Corps teachers who completed a questionnaire that contained demographic questions, a self-efficacy scale, and a teacher-efficacy scale. A subset of 15 teachers were interviewed to examine cultural awareness, self-efficacy, teacher-efficacy, and the importance of the Peace Corps experience. A group of 6 teachers out of the 15 were observed in their classrooms. The observation focused on practices that were associated with high self-efficacy teachers and effective multicultural teachers. Data analysis indicated teachers ranked the Peace Corps experience highly in its effect on their self-efficacy and cultural awareness, and less highly in its effect on their teaching. The results indicate that the Peace Corps functioned as a mastery experience. The effect was robust and persistent. Returned volunteers attributed many changes to the Peace Corps, even if the experience had been more than 30 years ago. Teachers ranked the Peace Corps experience as very important in affecting their personality and somewhat important in affecting their teaching. The questionnaire is appended. (SM)

ED 429 977 SP 038 482

Macpherson, Ian; Brooker, Ross; Aspland, Tania; Elliott, Bob information that portfolios will contain, and teachers and administrators thought that these issues had not been resolved. Survey results highlight the importance of adequate staff training for teachers and administrators involved in the implementation process. (Contains 17 references.) (SLD)

ED 429 997 TM 029 707

Zhu, Daming; Fan, Meichu
Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
PUB DATE- 99
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; *Computer Assisted Testing; Difficulty Level; *Item Banks; *Test Construction; Test Items

The convention for selecting starting points (that is, initial items) on a computerized adaptive test (CAT) is to choose as starting points items of medium difficulty for all examinees. Selecting a starting point based on prior information about an individual's ability was first suggested many years ago, but has been believed unimportant provided that the CAT is reasonably long. However, starting with a medium difficulty item for all examinees has two potential disadvantages: unnecessary uses of the first one or two items and overuse or overexposure of the items around the medium difficulty. This study analyzed simulated CAT results and suggests significant benefits from administering the first CAT item at a difficulty level suitable to each examinee. Such an adjustment can reduce the use of items around the medium difficulty in the item pool, providing extra help in controlling the exposure rate of the items beyond what standard exposure control methods can achieve. The effect of selecting examinee-appropriate starting points can vary depending on the quality of the information used about examinees' ability levels and the test termination rules applied. (Contains 3 tables, 26 figures, and 8 references.) (Author)

ED 429 998 TM 029 708

Dawadi, Bhaskar R.
Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.
PUB DATE- 99
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Estimation (Mathematics); Factor Analysis; *Item Response Theory; Models; *Robustness (Statistics); Simulation
IDENTIFIERS- *Polytomous Variables; Unidimensionality (Tests); *Violation of Assumptions

The robustness of the polytomous Item Response Theory (IRT) model to violations of the unidimensionality assumption was studied.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Association of State Directors of Special Education, Alexandria, VA.
PUB DATE- 99
NOTE- 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; English (Second Language); Focus Groups; *Instructional Effectiveness; Limited English Speaking; Meta Analysis; Qualitative Research; *Second Language Learning; *Synthesis; Teachers; Teaching Methods

The current state of the knowledge base on the effectiveness of specific instructional practices for English-language learners was examined by conducting an exploratory meta-analysis on eight studies of instructional interventions and using qualitative synthesis to supplement this analysis. The first data source was the eight intervention studies located through electronic searches. The second data source consisted of studies of the learning environments of English-language learners that focused on analyzing and describing instructional practices. The third data source consisted of information gathered from 5 professional work groups, which differed from focus groups in that all 44 participants were professionals. Within the eight empirical studies, no clear pattern emerged regarding effective instructional practices for English-language learners. A synthesis of these studies and other data sources suggests that a good English language development program should include three components: (1) a focus on the development of fluency and proficiency in English; (2) a concern with more formal, grammatical aspects of English; and (3) an emphasis on learning new academic content. (Contains 4 figures, 6 tables, and 79 references.) (SLD)

ED 430 020 TM 029 733

Miller-Whitehead, Marie
Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Elementary Education; *High Achievement; Poverty; *School Districts; *Science Tests; *Scores; Test Results; Test Use
IDENTIFIERS- Reform Efforts; *Tennessee Comprehensive Assessment Program

Evidence provided by analysis of science scale scores on the McGraw-Hill CTB/4 science test for grades 2 through 8 in Tennessee, part of the Tennessee Comprehensive Assessment Program (TCAP), shows that it is possible for high achieving school systems to show continuous improvement from year to indicators of time availability. This research contributes to the understanding of test-taking behavior in the context of computer-based tests. (Contains 13 figures and 30 references.) (SLD)

ED 430 040 TM 029 784

Bertrand, Richard
IRT Design for the School Achievement Indicators Program (SAIP).
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; Foreign Countries; Item Bias; *Item Response Theory; *Mathematics Tests; Models; Test Items
IDENTIFIERS- Canada; Dimensionality (Tests); Educational Indicators; *School Achievement Indicators Program (Canada); *Two Stage Testing

New ways are proposed to look at data from the Canadian School Achievement Indicators Program (SAIP) using item response theory (IRT) modeling. The focus is on the traditional test of the SAIP 1997 mathematics study. The test is two-staged in that the first 15 items, of median difficulty, were to be completed beforehand by all students as a "placement" test. Where students were to start the second portion of the test was determined by their scores on the first 15 items. The dimensionality of the scale, the item fit, item bias, and item invariance were considered in applying IRT modeling. The scale obtained reflected the relative ability of the students. Results suggest that mean scale scores can be safely compared between jurisdictions, genders, or age groups. The proposed approach seems reasonably appropriate when a two-stage testing procedure has been used to evaluate students' performance. (Contains 1 table, 5 figures, and 19 references.) (SLD)

ED 430 041 TM 029 785

Jeffries, Rhonda Baynes
I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Ethnography; *Females; *Fiction; Power Structure; *Qualitative Research; Racial Discrimination; *Research Methodology
IDENTIFIERS- African Americans; *Hurston (Zora Neale)

The conduct and use of qualitative research and the role of fiction as a way of examining the experiences of an African American woman are explored. The paper uses an alternative qualitative model to examine issues of power, equity, and race in the particular context of the African American woman. It discusses the writings of Zora Neale Hurston as a framework and compares the ethnographic stories in three Hurston short

Motivation; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans

Using the Scale of Intrinsic versus Extrinsic Orientation in the Classroom (S. Harter, 1980) and the Self-Perception Profile for Children (S. Harter, 1985), this study of 222 urban early adolescents (median age=149 months) examined differences in motivation that might affect academic achievement and perceptions of competence. Socioeconomic status (SES) was found to be an important factor in academic performance, with poorer performance noted for lower income students. Like earlier research, cross-sectional analysis (controlling for SES) of composite intrinsic/extrinsic scores indicated a decline in the motivational component and an increase in the informational component from sixth to seventh grade. However, in contrast to previous research on predominantly white samples, this study finds these urban and minority students to be more intrinsically motivated. Academic motivation of students from single-parent families was found to be greater than that of peers living in two-parent families. Other within-group differences also contributed to academic outcomes. Actual academic achievement was higher for students who did not rely on teacher evaluation to know when they had succeeded or failed academically. Variability in perceived scholastic competence influenced motivational orientation more than did actual academic achievement. These findings suggest ways in which schools can help at-risk students succeed. (Contains 3 tables and 17 references.) (Author/SLD)

ED 430 062   UD 032 904

A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Charter Schools; *Educational Change; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Hearings; Public Schools; *School Choice; School Safety; *Urban Schools; Urban Teaching
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools; *Reform Efforts

A hearing before the oversight committee for the District of Columbia (D.C.) public schools provided the opportunity for several senators and educators to comment on the progress of educational reform in the District's public schools. The hearing was held at a time when the opening of the city's public schools was delayed because of their many safety and code violations. Representative Richard K. Armey spoke about the conditions in the D.C. schools and discussed the school choice legislation he has sponsored. Jeanne Allen, president of the Center for Education Reform, discussed charter schools and emphasized that the priorities of the public school system are not consistent with fundamental education reform. Nina Shokraii of the Heritage Foundation advocated vouchers to allow parents to send their children to schools of their choice. Kent B. Amos discussed a proposal to change the funding of charter schools in the District of Columbia. Bruce K. MacLaury, Chairman of the

IDENTIFIERS- Adolescent Behavior; Volunteerism

This report details the 28th annual study to examine the attitudes of student leaders in U.S. high schools. Participating in the survey were 3,210 adolescents, primarily 16- and 17-year-olds, who had been featured in the 1997 edition of "Who's Who Among American High School Students." The report presents demographic information on the survey participants and provides tables of the survey results, including breakdowns by sex, race, type of school attended, and type of community. Findings are organized in the following sections: education; school violence; weapons; cheating in school; sexual behavior and attitudes; sexual harassment, assault, and date rape; cigarettes, alcohol, and drugs; future plans; the court system; honesty in American leaders; important influences; home life; happiness/depression; dieting, eating disorders, and self-image; cults; suicide; Internet usage; the nation's and their generation's greatest crisis; aspirations; prejudice; ethnic diversity, immigration, and Affirmative Action; abortion; volunteerism; quality of home life; and family meal time. A summary section highlights overall findings, which indicated that teens were more likely to base their choice of tobacco and alcohol products on a friend's recommendation rather than on advertisements, most acknowledge cheating on exams, a disturbing number had considered suicide, and many cited the decline of moral and social values as the greatest crisis confronting them and the nation.(KB)

ED 429 669 PS 027 311

Lalley, Jacqueline, Ed.; Ahsan, Nilofer, Ed.
Family Support Evaluation.
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; Early Childhood Education; *Family Programs; Family Relationship; Parent Participation; *Program Evaluation
IDENTIFIERS- *Evaluation Reports; *Family Support; Louisiana (New Orleans); Minnesota; Ohio

The Family Resource Coalition of America (FRCA) and the National Resource Center for Family Centered Practice convened a meeting of evaluators, policymakers, and program practitioners to discuss the issue of evaluation in the field of family support. The goal was to bring together those who were implementing programs, evaluating programs, and those asking for information on the impact of programs. This issue of the FRCA Report focuses on the outcomes of that meeting. Following an introduction to current issues in family support evaluation, the journal is comprised of three main sections: (1) using evaluation to work in family support programs; (2) progressive models and theories; and (3) state-level innovations. Article titles include: (1) "A New Focus on Results: Current Issues in Family Support Evaluation"; (2) "Coming Soon: How Are We Doing? A New FRCA Tool for Comprehensive Program Self-Assessment"; (3) "Parent Involvement in Evaluation" (McDonald); (4) "Being a Parent Leader in Program Evaluation" (Payton); (5) "Lessons Learned: Academic Research Meets Grassroots Expertise"; (6) "Lessons Learned: Evaluation in a Family Support Center"; (7) "Residents Call for Evaluation that Serves the Community: St. Thomas/Irish Channel Consortium New Orleans "; (8) "The Seven

*Student Projects; Teaching Methods
IDENTIFIERS- *Self Direction

This book presents performance-based projects as a systematic way to provide middle school and high school students both the structure and the freedom to become actively engaged in their own learning. The approach is based on the concept of authentic learning, which advocates a relevant, real world experience to personally engage students in learning. The goal is to provide opportunities for student exploration of topics that interest them by completing in-depth projects. The book includes materials lists, student responsibilities, and authentic, performance-based assessment tools. The book is divided into three sections. Section 1, "Using Challenging Projects for Creative Minds," gives educators an overview of the approach and details the goals and organization, the students' and teachers' responsibilities, and project assessment. This section also discusses using the projects for small-group work, and describes in detail how to write original projects using the teaching philosophy behind the projects in the book. Section 2, "Student Projects," offers students an overview of the approach and features all twenty project assignments and guidelines. Section 3, "Project Forms and Resources," contains reproducible materials to guide students in choosing and planning a project, reporting their progress and problems, recording their resources and work time, and assessing the project. (SD)

ED 429 688 PS 027 464

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
PUB DATE- 94
NOTE- 33p.; Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Family Income; Foster Care; Health Insurance; High Schools; Incidence; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Child Mortality; *Indicators; *North Carolina; Out of Home Care

This Kids Count report examines statewide trends in the well-being of North Carolina's children. The statistical portrait is based on 16 indicators of well-being: (1) infant mortality rate; (2) infants born with low birth weight; (3) births to single teens; (4) children without insurance; (5) ninth graders who graduate; (6) high school dropout rate; (7) SAT scores; (8) child abuse and neglect; (9) children in out-of-home placements; (10) juvenile arrest rate; (11) training school commitments; (12) child deaths; (13) children living in poverty; (14) median family income; (15) children receiving Aid to Families with Dependent Children; and (16) child support collections. The bulk of the report is comprised of statewide summaries of findings. Findings indicate that the infant mortality rate dropped in 1992 to 9.9, the lowest in state history. Births to single teens decreased slightly in 1992 and had been level over the preceding 5 years. The proportion of infants born at low birth weight had not declined in the last 15 years, and remained at eight percent. The school dropout rate worsened by 10 percent after several years of progress.

ED 429 705 PS 027 527

Kohm, Amelia
A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Case Studies; *Disadvantaged Youth; Elementary Education; Inner City; Mentors; Program Descriptions; *Tutorial Programs; Tutoring
IDENTIFIERS- Illinois (Chicago); Program Characteristics

This report details a case study of the Tutor-Mentor Connection (T/MC), an organization designed to build infrastructures to expand and improve after-school tutoring and mentoring opportunities for inner-city children in Chicago. The case study was conducted over a 3-month period in 1997 and was intended as a limited exploration of one model for developing an infrastructure among a particular type of primary support organization. The report begins with background on T/MC, including its origins, mission, leadership and staffing, funding and planning efforts. Included are descriptions of T/MC's four primary program components--research, public awareness, resource-building, and education/consulting--as well as the benefits and challenges of each component, according to various interviewees. The report concludes with a discussion of the overall benefits fostered and challenges faced by T/MC, several considerations for T/MC's future work, and suggestions for further study on primary infrastructures. The report's four appendices include a list of people interviewed and materials reviewed for the case study, a supplementary report on a spring 1998 survey of tutoring and mentoring programs, a copy of the interview protocol, and maps of the tutor/mentor program sites and the need for them. (JPB)

ED 429 706 PS 027 528

Minnesota Kids: A Closer Look. 1999 Data Book.
SPONS. AGENCY- Children's Defense Fund-Minnesota, St. Paul.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 235p.; For 1998 Data Book, see ED 427 886.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; Child Health; Child Neglect; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Foster Care; Incidence; Lunch Programs; *Poverty; School Readiness; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Minnesota; Out of Home Care; School Lunch Program; Vaccination

This Kids Count report examines statewide trends in the well-being of Minnesota's children. The statistical portrait is based on 12 indicators of well-being: (1) child poverty rate; (2) children in families receiving food stamps; (3) children eligible for free or reduced-price school lunch; (4) births to of the program, the principles for the program's operation, and the partnership. Part 2 outlines procedures for accessing funding and details eligible (and ineligible) service categories, types of eligible services, eligible service providers, eligible (and ineligible) costs. Part 3 details the required components of the joint service plan, development and submission procedures, support documents, and review and approval procedures. Part 4 describes the joint annual report, including the required components, development and submission procedures, and the review process. Six appendices include required components of the joint service plan, relevant forms, and acknowledgments. (KB)

ED 429 725 PS 027 550

Johnson, Suzanne Clark; Baratka, Talley V.; Wood, Lisa
Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 33p.; For White Paper 1, see ED 424 014. Funding also provided by Jackson Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Advocacy; Children; *Day Care; Disabilities; Early Childhood Education; Family Day Care; *Federal Programs; *Financial Support; Government Role; Infant Care; Program Costs; Public Policy; School Age Day Care; Sick Child Care; *State Programs
IDENTIFIERS- Affordability; Availability (Programs and Services); *Child Care Costs; Virginia

This White Paper on child care is the second of four to be published by the Action Alliance for Virginia's Children, and focuses on the affordability and availability of quality child care in Virginia. The paper states that despite federal attempts to simplify funding, funding remains complicated due to differences in the federal and state fiscal years and multiple programs administered through multiple departments. The paper asserts that public funding must supplement parent fees and that diversified funding is needed. The fragmented, uncoordinated child care system compounds funding problems, with concomitant problems in values and increasingly complex funding streams and policies. There is a shortage of care, particularly quality care, care at nontraditional hours, care for infants and school-age children, and care for children who are ill or who have special needs. Topics addressed by the paper include: (1) the affordability of child care; (2) the funding problems created by a fragmented, uncoordinated child care system; (3) the availability of child care, including care at times required by parents' schedules, infant and school age care, sick child care, accessibility to public transportation, and time delays; and (4) funding sources for child care, including parent fees, the Child Care and Development Fund, and smaller government programs. The paper concludes with recommendations for child care advocates to lobby for more dollars to be well spent, to insist that spending be based on the best information available, and to work persistently for a coordinated, systematic approach to child care in Virginia. (KB)

ED 429 726 PS 027 551

Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United

Standards for All Students.
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Principles; Elementary Secondary Education; *Individualized Instruction; *Instructional Development; Models; Planning; Special Needs Students; *Student Needs; *Systems Approach
IDENTIFIERS- *Maine

This paper describes Maine's high standards for all students and a model for personalizing instruction and assessment to fit student needs, thus providing fair opportunities for all children to achieve the standards. Maine's academic standards, the Learning Results, are structured in three levels: broad performance goals for all students (guiding principles); content standards in eight subject areas; and performance indicators at the PK-2, 3-4, 5-8, and secondary levels. To provide a structure for personalizing instruction and assessment, a systems framework outlines the interrelationships within a local school system among theories, methods, or tools; guiding ideas; infrastructure; attitudes and beliefs; skills and capabilities; and awareness and sensibilities. The framework is also applied to the student as an individual system. An example demonstrates how to draw on this framework to develop personalized instruction for a student with complex needs, using three planning tools: a student profile, a Personalized Opportunities to Learn template, and a performance indicator planning grid. Addressing student needs through this comprehensive planning process has implications for all levels of the educational system. A vision of the student-centered system of 2002 outlines these implications at the student level, the educator and classroom level, the school district and community level, and the state level. (SV)

ED 429 744 RC 021 894

Hammond, Helen
Developing Prereferral Teams in Your Schools and Keeping Them There!
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; Educational Diagnosis; Elementary Secondary Education; *Prereferral Intervention; Prevention; Program Termination; Qualitative Research; Referral; Rural Schools; Special Education; *Teacher Collaboration

A followup study of 10 prereferral teams within a rural, northwestern state investigated common causes for prereferral teams to be discontinued within schools and examined effective methods being used to maintain the prereferral teams.

Programs
IDENTIFIERS- *University of North Dakota

Disability Research Encompassing Native Americans in Math and Science (DREAMS) is a comprehensive program that offers math and science experiences to Native American students with disabilities and encourages systems change in schools on or near Indian reservations in related domains. These domains include development of science instructional models based on hands-on learning and conceptual development, approaches to meet national science and mathematics standards, infusion of Native American culture into instruction and methods, accommodations for students with disabilities in science and math instruction, and career exploration in technical fields. DREAMS is a partnership between the University of North Dakota and 10-12 public and tribal schools in North Dakota. Project activities include curriculum and materials development; two annual week-long summer institutes for students, parents, and teachers; teacher education in science and mathematics; and systems change and liaison at participating schools. Program evaluation is based on attitude and achievement data from students and on feedback from parents and teachers about the effectiveness of the summer institutes and systems change. Assessment results for 1998 are summarized. (SV)

ED 429 761 RC 021 911

Haring, Kathryn A.; Lovett, David L.; Chandler, Rita
A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Delivery Systems; *Developmental Disabilities; Disadvantaged; Early Childhood Education; *Early Intervention; Family Programs; *Home Programs; Longitudinal Studies; Parent Child Relationship; *Rural Family; Special Education; Young Children
IDENTIFIERS- Oklahoma

This paper presents three case studies describing the experiences of rural families receiving early intervention (EI) services for a developmentally disabled infant/toddler. Part C of the Individuals with Disabilities Education Act (IDEA) (1997 amendments) provides funds for home-based, family-centered, transdisciplinary EI services. The case studies indicate that for rural families, the reality of home-based EI often fails to meet the goals of IDEA. The families presented here are from rural or small town settings, come from diverse backgrounds, may be struggling at low income levels, and may be reluctant to seek government support. Data interpretation focuses on early communication between infants and caregivers, the context of families as impacted by cultural and socioeconomic diversity, and client perceptions of a transdisciplinary family-focused program philosophy. The cases illustrate how family characteristics require different responses from EI providers. In addition to direct services to identified children, EI workers may need to provide social and emotional support to parents, basic assistance to families in working with medical professionals, information about and assistance with the

IDENTIFIERS- *University of Kentucky

A series of U.S. Department of Education grants has enabled the University of Kentucky to deliver a graduate program on low incidence disabilities to students in rural areas via distance education. In 1989, the initial Training Rural Educators in Kentucky (TREK) project involved physically moving coursework to rural London, Kentucky. In subsequent years, satellite and compressed video technology were added, the number of project sites was increased, a team teaching model was introduced, and expert guest lecturers were added. Practica have been supervised at the distance sites throughout the program's history. Lessons learned during the 10 years of the program are discussed. These include: (1) get everything in writing before starting; (2) the bottom line for a university is money; (3) higher enrollment is a mixed blessing; (4) do not expect change overnight; (5) some technologies are more appropriate than others, and sometimes technology is not appropriate at all; (6) distance learning students may have different expectations than their on-campus counterparts; (7) the quality of coursework does not have to change when distance learning technology is used; (8) scheduling distance learning courses can be a nightmare; (9) everything that can go wrong will go wrong; and (10) do not take anything for granted. Continual evaluation of regional, institutional, and student needs is of prime importance, and due to constantly developing technology, one must embrace an attitude of change and good humor. A table presents variables in the evolution of TREK distance learning projects, categorized by geographic, institutional, and student needs. (TD)

ED 429 777 RC 021 927

Adamson, Gary; Blalock, Greg

Convenient Distance Education Training in Technology.

PUB DATE- 99

NOTE- 5p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Assistive Devices (for Disabled); *Distance Education; Higher Education; *Inservice Teacher Education; Multimedia Materials; *Professional Development; Rural Education; *Special Education; Special Education Teachers; State Programs

The National Association of State Directors of Special Education, through its Research Institute of Assistive and Training Technologies (RIATT NASDSE), has developed a planned approach to professional development in the area of assistive technology using distance education. This award-winning distance education program offers convenient, inexpensive training to professionals using multimedia materials at home. The program comprises 15 four-week long courses in which participants use multimedia materials and e-mail to complete their assignments and participate in class discussions. Participants may earn continuing education units and can work toward competency certificates in specific areas of assistive technology. Several universities accept RIATT NASDSE courses for graduate and undergraduate credit. The program has been implemented successfully in several states, which report the following between universities and schools in enhancing the quality of educational services provided to learning communities, specifically rural communities. Examples of innovative partnerships in technology use related to the enhancement of education and teacher training in rural areas include: (1) an Australian program that integrated interactive CD-ROM technology with examples of good teaching practice to increase confidence in technology use for preservice and inservice teachers; (2) a joint project between three rural high schools and the University of Southern Queensland that helped teachers adapt to computer and Internet technology; (3) an interactive television system that enabled preservice teacher education students to observe and interact with teachers in small rural schools; (4) a Canadian university that placed interns in local schools to help them integrate technology into their curricula; (5) a Montana university that developed practicum partnerships with schools in New Zealand and Europe; (6) a distance education university in Scotland that allowed rural students to complete their education without leaving their communities; and (7) partnerships that enabled preservice teachers at the University of Southern Queensland to experience teaching in rural and remote locations. A recent Queensland (Australia) report outlines the need for educational partnerships, and key features of and barriers to successful partnerships. Contains 14 references. (TD)

ED 429 794   RC 021 949

Crosby, Valmai
Incidental Education (for Women) in Rural Communities.
PUB DATE- 97
NOTE- 8p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Citizenship Education; Community Education; *Community Organizations; Cultural Activities; Foreign Countries; Geographic Isolation; Handicrafts; Health Promotion; Leadership Training; *Nonformal Education; *Practical Arts; *Rural Women; *Womens Education
IDENTIFIERS- *Australia; *Womens Organizations

The Country Women's Association (CWA) is a nationwide Australian group that started in the 1920s in response to isolated women's need to socialize. The group's activities have expanded greatly over time. It distributes essential food and clothing to needy rural families, and its extensive involvement in incidental education for women includes cultural pursuits such as drama, choirs, floral art, and handicrafts. CWA uses its network to disseminate craft training, teaching a woman from each district at a central school each year, who then teaches members in her own area. Outreach teams go to the Pacific Islands or Aboriginal lands, at the invitation of the women themselves, to expand women's abilities and horizons. The usual requests are for sewing, basic hygiene, and cooking skills. Members are trained in conducting formal meetings, parliamentary procedure, accounting and record keeping, leadership skills, reporting, and publicity and public speaking. CWA is active in state and national politics. The nonsectarian, nonpartisan nature of the group has helped it gain credibility, and its lobbying efforts presented at the 21st annual meeting of the Mathematics Education Research Group of Australasia. Papers include: (1) "Research, Rhetoric and Reality" (Lyn English); (2) "I Keep Six Honest Serving Men" (Peter Galbraith); (3) "The Intension/Intention of Teaching Mathematics" (Stephen Lerman); (4) "One Teacher's Problem Solving Beliefs and Practices: Influences and Coherence" (Judy Anderson); (5) "Towards the Study of the Processes and Effects of Internationalisation in Mathematics Education" (Bill Atweh, Phil Clarkson, and John Malone); (6) "The Use of Action Research To Assist the Transition into Teaching" (Bill Atweh and Ann Heirdsfield); (7) "The Effectiveness of a No Goal Approach in Solving Pythagorean 2-Stage Problems" (Paula Ayres); (8) "Factors Influencing Predictions about Randomly Generated Sequences" (Paula Ayres and Jenni Way); (9) "Towards a Framework for Analyzing Power Relationships in Small Group Discussions" (Mary Barnes); (10) "Year 5 Students' Available and Accessible Knowledge of Decimal-Number Numeration" (Annette Baturo); (11) "Mathematics Curriculum and Development" (Andy Begg); (12) "The Impact of An Early Number Project on the Professional Development of Teachers" (Janette Bobis and Peter Gould); (13) "Arithmetic, Pre-Algebra, and Algebra: A Model of Transition" (Gillian Boulton-Lewis, Tom Cooper, H. Pillay, and L. Wilss); (14) "The Invisible Wall Project: Problem Solving Processes of Pupils Who Work on Problems with a Goal Which Cannot Be Reached" (Birgit Burchardtz and Martin Stein); (15) "'Why Are We Assessed in Mathematics?': The Views of Students" (Ken Carr); (16) "Developing a Framework for Viewing Affective and Knowledge Factors in Teaching Primary Mathematics" (Jean Carroll); (17) "Teachers' Understandings of the Role of Learning Activities" (Min-Pyng Chen); (18) "Showing and Telling: Primary Students' Outcomes in Data Representation and Interpretation" (Helen Chick and Jane Watson); (19) "Representing the Connectedness of Mathematical Knowledge" (Mohan Chinnapan, Michael Lawson, and Rod Nason); (20) "Beginning Teachers' Problems with Fundamental Mathematics" (Phil Clarkson); (21) "Investigating Students' Understanding of the Relationships among Quadrilaterals" (Penelope Currie and John Pegg); (22) "Rethinking What It Means To Understand" (Lyn English); (23) "New Times for Mathematics in Vocational Education and Training" (Gail FitzSimons); (24) "Exploring Avenues of Reflective Practice with Pre-Service Mathematics Teachers" (Sandra Frid, Ted Redden, and Chris Reading); (25) "Students' Perspectives on Using Computers and Graphing Calculators during Mathematical Collaborative Practice" (Vince Geiger); (26) "Identifying the Dilemmas in Early Mathematics Teaching" (Ann Gervasoni); (27) "'I Don't Know If I'm Doing It Right or I'm Doing It Wrong!' Unresolved Uncertainty in the Collaborative Learning of Mathematics" (Merrilyn Goos); (28) "Visual Reasoning and Teaching Styles in Mathematics Classrooms" (Kevin Hannah); (29) "Flexible/Inflexible: Clare and Mandy's Story" (Ann Heirdsfield); (30) "We Really Put Our Minds To It: Cognitive Engagement in the Mathematics Classroom" (Sue Helme and David Clarke); (31) "Maori Mathematics Education: The Challenge of Providing Immersion Programmes For Preservice Maori Primary Teachers" (Leeana Herewini); (32) "Towards an Explanation of Curriculum Control" (John Horwood); (33) "How Sixth Grade Students Explaining Connections between Common and Decimal Fractions" (Robert Hunting, Lauren Oppenheimer, Cath Pearn, and E. Nugent); (34) "Mathematics Curriculum Change in the Northern Territory: What Do Teachers Really Think?" (Rosemary Jacob and Sandra Frid); (35) "The Effective Use of Calculators" (Sonia Jones and Howard Tanner); (36) "New Knowledge/New Teachers/New Times: How Processes of Subjectification Undermine the

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Education; *Evaluation Methods; Foreign Countries; *Science Instruction; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Jamaica

The types of assessment methods that 400 Jamaican primary teachers indicated that they used in teaching science were analyzed using three instruments. Most of the teachers indicated that they often used oral quiz and other traditional assessment methods (TAM) while alternative assessment methods (AAM) were rarely used. An oral quiz was often used by most of the 30 teachers whose 150 lessons were actually observed. More females claimed that they used oral quiz more than males. Rural teachers indicated that they used more TAM than their urban peers while older and more experienced teachers used more AAM than their younger and less experienced peers respectively. Trained teachers indicated that they use more of both TAM and AAM than untrained teachers. Significant differences existed in the number of those who used written tests in favor of teachers aged over 30 years and the less experienced ones; practical work, oral quiz, and projects in favor of those over 30; and portfolio in favor of those aged over 30 and urban teachers. (NB)

ED 429 832 SE 062 395

Hammrich, Penny L.; Richardson, Greer M.; Livingston, Beverly
Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Females; Grade 4; *Intergenerational Programs; Intermediate Grades; *Mathematics Education; *Science Education; Science Programs; *Sex Differences; Teaching Methods; Technology

This paper describes an intergenerational science program called Sisters in Science which fosters girls' interest and achievement in science. The program is designed to encourage and prepare girls and women for careers in math, science, and technology. A group of fourth grade girls from 19 classrooms across 6 elementary schools met once a week after school. The girls participate in gender-sensitive, constructivist, integrated mathematics and science instruction; 2 hours of instruction from preservice teachers from Temple University; and a 2-week summer camp experience. Findings suggest that the girls in the program increased their interest and achievement in science and mathematics. Data supports a positive pattern of change in the girls' science/math and language skills as evidenced by their class participation and the writing in their science journals. In addition, three policy and practical implications are cited from the study. First, programs must involve parents in the effort to foster the success of young females in science and mathematics. Second, involving intergenerational role models in school science and mathematics enhances female achievement in science and mathematics. And finally, program interventions evolve in stages of development, answer sheets. Student activity worksheets and a bibliography are provided. Although designed to accompany student field trips to the Arizona State Capitol Museum, the resource guide and activities are appropriate for independent classroom use. (MM)

ED 429 854 SO 029 159

Dangle, James; Esler, Jon
Geography, Culture, History, Politics of Latin America. Revised.
PUB DATE- 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Foreign Countries; Geography; Global Education; Instructional Materials; *Latin American Culture; *Latin American History; Politics; Social Studies
IDENTIFIERS- *Latin America

This curriculum guide provides activities to help students understand Latin America. A foundation for analyzing the interdependence of world nations develops critical thinking, and problem solving skills. Activities emphasize research, reading, writing, and speaking skills. Detailed lesson plans and accompanying reproducible student handouts are included. The document includes the following sections: "Geography"; "Culture"; "History"; "Politics"; "Diversity through Myths, Legends, Folk Tales and Fairy Tales"; and "Conclusion." Contains a 20-item bibliography and a list of resources. (MM)

ED 429 855 SO 029 178

The 'Amistad' Case. Lesson Plan.
PUB DATE- 98
NOTE- 31p.; Photocopies of hand-written documents may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; Class Activities; *History Instruction; Learning Activities; Political Science; Primary Sources; Secondary Education; *Slavery; *United States History
IDENTIFIERS- *Amistad; National Civics and Government Standards; National History Standards; *Supreme Court

Teaching about the Amistad case provides correlations to the National Standards for History, and Civics and Government. An overview of the events of 1839 is given in this lesson plan. Seven student activities include reading and using primary source documents, writing journal articles, viewing the movie "Amistad," and giving presentations. Each of the five primary source documents provided contains an explanation of the historical context. (BT)

ED 429 856 SO 029 181

Joyce, William W., Ed.; Beach, Richard, Ed.
Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Freshmen; *College Instruction; Comparative Analysis; *High Risk Students; Higher Education; *History Instruction; Learning Strategies; Remedial Reading
IDENTIFIERS- *Link Courses; Student Engagement

The academic performance and learning strategy use of students in a freshman history course at a large southeastern U.S. regional university is the focus of this study. One group of students was comprised of first-term, at-risk students who were jointly enrolled in a learning support reading course and the freshman history course. The second group of students was comprised of the remaining students in the history course, some of whom had previously completed other college courses. No statistically significant differences on test scores or final grades in the history course were revealed. However, strategy engagement trends were implicated between the two groups of students. Findings are congruent with research that has shown the viability of linking non-credit reading courses for at-risk students with social science credit courses in college. Contains 7 tables of data, 27 references, and a student pre-questionnaire. (BT)

ED 429 875 SO 029 434

Slife, Brent
The Significance of Theoretical Training for Critical Thinking.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Higher Education; Information Dissemination; *Psychology; Scientific Methodology; *Teacher Role; Teaching Methods
IDENTIFIERS- *Faculty Attitudes; Theoretical Orientation

The ability to think critically is one of the few teaching goals that seems to cut across the various factions of contemporary university culture. Critical thinking provides students with the ability to learn and evaluate the content of each discipline. Evaluation skills offer two benefits: (1) students understand the discipline at a greater depth; and (2) students are more creative. Psychology endorses the importance of critical thinking. Noting that psychology is one of the many disciplines to endorse the importance of critical thinking, this paper considers how well academic psychologists actually facilitate critical thinking in their undergraduate and graduate students. The paper offers a true experience that suggests psychologists have a long way to go before reaching "critical thinking nirvana." It recounts what happened in a "Teaching Psychology" graduate course when various visiting faculty members discoursed on how to teach discipline. The critical thinking issue was completely overlooked by the 17 faculty lecturers. According to the paper, information distribution was emphasized by the majority of the presenters. The only lecturer to mention critical thinking in his presentation felt that the key to critical thinking is the skill to question and evaluate the information itself. In library research. The paper states that the teachers gradually focused upon the most meaningful linkage to their students' life space. The discussions are focused on four separate social studies approaches to the study of "Billy Budd": (1) taking a stand; (2) taking liberties; (3) taking offense; and (4) taking action. Each lesson is based upon a "mega-question" linking Melville's story, the social studies curriculum, and students' life concerns. Each lesson is taught "authentically" with students constructing their own meaning using disciplined inquiry and prior knowledge. The four approaches are described in detail. Contains a figure and 16 references. (BT)

ED 429 896 SO 030 575

Haas, Mary E.
Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (78th, Anaheim, CA, November 20-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Concept Formation; Elementary Education; *History Instruction; Learning Activities; *Social Studies; *Thinking Skills; Units of Study; *War
IDENTIFIERS- National Social Studies Standards

During the past five years there has been new research into the teaching of history to children. Many educators are advocating once again the teaching of history through concepts. This elementary school unit uses the concept approach to teaching history. The lesson examines the concept of war and wars' impact on the lives of a variety of people. The lesson's approach contrasts with and provides a balance to the fears and triumphs of leaders of nations who seek to preserve or extend their own economic and political power. The lesson provides identification with the impact of war rather than an attempt to create a set of heroes. It identifies eight knowledge objectives (such as defining war, explaining war's destruction, and making conclusions about the impact of war), four skills objectives, (including gathering and analyzing data), and four attitudinal objectives. A list of materials needed for the unit and trade books to be read is given. The lesson then presents a day-by-day description of classroom procedures and activities. It concludes with a list of formative and formal assessments. (BT)

ED 429 897 SO 030 576

Cabello, Beverly
CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

social living environments. A benefit of using the primary sources collection is the development of broad cognitive and analytical skills. This second volume of the collection compiles 43 articles. The articles were published in "Social Education" from 1989 to 1998 and similar articles were published in the Organization of American Historians' "Magazine of History," "The Roger Williams Report," "Heritage Education Quarterly," and "Social Studies and the Young Learner." Appended are charts listing types of documents, disciplines and subject areas, themes, and materials which connect with the National Standards for U.S. History, National Standards for World History, and National Standards for Civics and Government. (BT)

ED 429 916 SO 030 716

Coan, Julie
Digging into Archaeology. Hands-On, Minds-On Unit Study.
PUB DATE- 99
NOTE- 132p.; Illustrated by Ellisa C. Holder.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Archaeology; Elementary Education; Instructional Materials; Learning Activities; Lesson Plans; *Social Studies

Lesson plans for teaching elementary students about archaeology are provided in this book. The lessons are designed to encourage students to practice the development of critical thinking skills through synthesizing, analyzing, evaluating, hypothesizing, applying, and deductive and inductive reasoning. Lesson and instructional materials, and 13 chapters are organized into five units: (1) "The Archaeological Record"; (2) "Interpreting the Artifacts"; (3) "A Look at Culture"; (4) "What is a Civilization?"; and (5) "Archaeological Dating Methods." Each lesson includes introductory information, and guided and independent opportunities to practice the concepts presented. Student activities and reproducible worksheets are provided. Extension activities and answers to worksheets conclude the text. (MM)

ED 429 917 SO 030 732

Mikow-Porto, Victoria A.
Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.; In collaboration with the Southern Arts Federation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Cognitive Style; Curriculum Development; *Educational Policy; Elementary Secondary Education; *Fine Arts; Public Education; Student Improvement
IDENTIFIERS- Cognitive Research; *National Arts Education Standards

Although the term "arts education" conjures up competing images and definitions for different people, for the purposes of this policy brief, arts education is defined as incorporating four distinct subject areas: (1) music, (2) dance, (3) theater arts,

ED 429 937 SP 038 425

Darling-Hammond, Linda; Wise, Arthur E.; Klein, Stephen P.
A License To Teach. Raising Standards for Teaching.
PUB DATE- 99
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; State Standards; Student Teacher Evaluation; *Teacher Certification; *Teacher Competencies; Teacher Qualifications; Teaching Skills
IDENTIFIERS- Minnesota; Teacher Knowledge

This book argues that the current process for teacher licensing does not always guarantee competence in the classroom, and it offers advice on how to prepare and evaluate aspiring teachers for the challenges of their profession. It places Minnesota's experience in the context of current reform efforts and suggests that developing and requiring a meaningful license to teach will be crucial for ensuring that teachers have the necessary knowledge for 21st-Century schools. The eight chapters are as follows: (1) "Licensing Teachers: The Need for Change"; (2) "What Teachers Need to Know and Be Able to Do"; (3) "The Need for New Assessments in Teaching"; (4) "New Assessment Strategies in Teaching"; (5) "An Architecture for a Licensing System"; (6) "Developing Prototype Assessments for Licensing"; (7) "The Internship"; and (8) "Implementation Concerns." The six appendixes contain Minnesota's Vision for Teacher Education; Model Standards for Beginning Teacher Licensing and Development--Interstate New Teacher Assessment and Support Consortium; Minnesota Licensure Standards for Teachers of English and Language Arts Sample Questions for an Examination of Teaching Knowledge; Secondary English-Language Arts Performance Assessment; and Code of Ethics for Minnesota Teachers. (SM)

ED 429 938 SP 038 426

Salzman, James A.; Snodgrass, Donna
Teacher-Researchers: One Year Later.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Graduate Study; Higher Education; Research Projects; Teacher Attitudes; Teacher Collaboration; Teacher Improvement; *Teacher Researchers; Teachers

This study examined whether the effects of collaboration between schools and higher education would persist 1 year after discontinuation of an action research project. Participants were teachers and other district personnel who had completed an action research seminar the previous year. They completed a survey that compared their present attitudes toward research trustworthiness, and it notes that it can produce knowledge or insights that could be generalized to other teachers. The paper concludes by arguing for the importance of life history research. (Contains 58 references.) (SM)

ED 429 957 SP 038 456

Holm, Daniel T.; Hunter, Karen; Welling, Judith
Supporting Systematic Change through Action Research.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Classroom Research; College Faculty; *College School Cooperation; Collegiality; *Educational Change; Elementary Education; Elementary School Teachers; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; Student Teachers; *Systems Approach; Teacher Attitudes; *Teacher Researchers
IDENTIFIERS- Indiana University South Bend; *Systemic Educational Reform

This paper examines how a series of action research projects, supported and guided through a university-public elementary school partnership program, began. It also presents the content and impact of the action research projects from the voices of a university professor, classroom teacher, and principal. The partnership promoted study groups which involved preservice and inservice teachers and were led by university education faculty. The groups explored such topics as multiple intelligences, block scheduling, emotional intelligence, inclusion, literature-based reading programs, and cultural awareness of diverse students. The preservice and inservice teachers worked on their action research projects by focusing on five areas: problem formation, data collection, data analysis, reporting the results, and action planning. Participants found the projects exciting and rewarding. The action research helped create systematic change in teachers' attitudes about themselves, their teaching, and their teaching abilities. It also helped improve student learning as teachers researched new areas, improved teacher effectiveness as teachers experimented and reflected on educational innovations, contributed to teacher professional development as they shared what they learned with colleagues, and helped teachers overcome isolation. (SM)

ED 429 958 SP 038 458

Danyluk, Ross C.; da Costa, Jose L.
Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Canada Natives; Change Strategies; *Cultural Awareness; Cultural Differences; Diversity (Student); Elementary Secondary Education; Foreign Countries; *Indigenous Populations; Minority Group Children;

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Decision Making; Elementary Secondary Education; Faculty Development; Foreign Countries; Teacher Attitudes; *Teacher Participation; Teacher Role; Teachers

This paper presents information from a series of preliminary asynchronous international conversations across four cultural contexts that focus on enhancing the profile of teachers in curriculum decision making. The paper challenges education systems to match the rhetoric about the place of teachers in curriculum decision making with curriculum change and professional development practices. It sets a context for the preliminary conversations by addressing the place of and space for teachers in curriculum decision making, their readiness to engage in it, and the potential for them to have authentic inclusion in curriculum decision making at the classroom, school, and wider policy levels. The paper also considers the methodological framework within which the issue was developed and how the processes associated with it have developed. The three appendixes offer initial comments from participants, followup comments from participants, and an invitation to be part of the continuing conversation. (Contains 25 references.) (SM)

ED 429 978 SP 038 485

Peer Assistance & Peer Review. An AFT/NEA Handbook.
PUB DATE- 98
NOTE- 106p.; Prepared for "Shaping the Profession that Shapes the Future," an AFT/NEA Conference on Teacher Quality (Washington, DC, September 25-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Educational Quality; Elementary Secondary Education; Evaluation Methods; Mentors; *Peer Evaluation; Program Development; Teacher Associations; Teacher Competencies; Teacher Evaluation; Teachers; Teaching Skills; Unions
IDENTIFIERS- American Federation of Teachers; National Education Association; *Peer Coaching

This manual assists American Federation of Teachers (AFT) and National Education Association (NEA) affiliates interested in developing peer assistance and/or peer assistance and review programs in their local sites. The first section provides the context in which these programs are developing and their importance to union efforts to increase teacher quality. The second section presents materials regarding how best to communicate what peer programs are all about in order to develop support for the program among affiliate members and

A secondary purpose was to provide guidelines to practitioners to help in deciding whether to use an IRT model to analyze their data. In a simulation study, the unidimensionality assumption was deliberately violated by using two-dimensional data. The "impact," or change in the error due to violating the assumption, was calculated to assess the effects of the violation on ability estimation. The effects of problematic variables on absolute impacts and their interactions were analyzed, and a factor analysis using the principal component method was conducted to provide guidelines to practitioners on the computer-generated generated data. The precision of the estimated ability was determined in four ways. When the ability estimate was assumed to measure the average ability and the major ability of two unequally important abilities, the procedure was generally robust to the violation. However, when the ability estimate was assumed to measure one of the two equally important abilities and the minor ability of two unequally important abilities, the estimation procedure was not robust. Results from the analysis of variance were consistent with the results from analyzing the relative impacts. (Contains 5 tables and 47 references.) (Author/SLD)

ED 429 999 TM 029 709

Wang, Wen-Chung
Decomposition of DIF Effects for Polytomous Items.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Identification; *Item Bias; Models; Simulation
IDENTIFIERS- *Decomposition Analysis (Statistics); *Polytomous Items

Conventional two-group differential item functioning (DIF) analysis for dichotomous items is extended to factorial DIF analysis for polytomous items where multiple grouping factors with multiple groups in each are jointly analyzed. By adopting the formulation of general linear models, item parameters across all possible groups are treated as a dependent variable and the factors as independent variables. These item parameters are then reparameterized as a set of grand item parameters and sets of DIF parameters representing main and interaction effects of the factors on the items. Results of simulation studies show that the parameters of the proposed modeling could be satisfactorily recovered. A real data set of 10 polytomous items with 1,924 subjects was analyzed. Applications and implications of the proposed modeling are addressed. (Contains 3 tables, 4 figures, and 18 references.) (Author)

ED 430 000 TM 029 710

Paik, Chie Matsuzawa
Academic Self-Concept of Japanese Female Private-High-School Students.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

year. These results would tend to offset fears that regression to the mean precludes the highest achieving school systems from maintaining gains over a period of several years. Results show that it is possible for schools with a high percentage of disadvantaged students also to be high achieving, although the lowest achieving school systems had the highest percentages of students on free and reduced lunch status. Results also show that over the 8-year period from 1990 to 1997 the mean science scale score by year statewide showed gains for 5 of the 8 years, with a slight decrease in 1997 prior to replacement of the CTBS/4 with the newer McGraw Hill TerraNova Test. (Contains three tables and seven references.) (Author/SLD)

ED 430 021   TM 029 734

Tapper, Rich
The Problem of High Stakes Assessment in Public Education.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Program Development; *Public Schools; *Test Use; Testing Problems
IDENTIFIERS- *High Stakes Tests

Whether increasing reliance on policy-driven assessment for accountability and control of educational institutions is actually sabotaging long-term goals and purposes of the schools is explored, questioning whether current practices of high-stakes testing are anathema to real education values. The distinction between policy-driven assessment and instructional evaluation is described. The assumptions and purposes underlying scientific and political evaluation as opposed to those of diagnostic assessment are probed, and the work of Jennie Oakes and others is used as the basis for deriving a recommendation for valid, reliable, and appropriate assessments on both individual and institutional levels to facilitate the development of effective schools. Despite the criticism of high-stakes testing, it is not recommended that policy-driven high-stakes tests be abolished. Instead, their rational, effective, and judicious use should be the objective. Formative diagnostic methods and approaches are needed as an integral part of effective instructional programs and program development. (Contains 18 references.) (SLD)

ED 430 022   TM 029 735

Whitehead, LeRoy E.; Munby, Hugh
"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). This paper is from the research project, "Mapping the Authority of Experience in Learning To Teach," funded by the Social Sciences and Humanities Research Council of Canada.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

stories with a fictional ethnographic interpretation of related academic experiences. Telling a life experience as fiction is comparable to, and perhaps the same as, the "fiction" gathered during ethnographic moments. Researchers accept the ethnographic narratives gathered as data as experiences recreated by the narrator. Creating fiction can be a way to create objectivity through distance from a complex experience. (Contains 36 references.) (SLD)

ED 430 042 TM 029 786

Ikegulu, Nelson T.
Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
PUB DATE- 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Algebra; *Black Colleges; Black Students; *College Students; *Developmental Studies Programs; *Educational Environment; *Family Influence; High Risk Students; Higher Education; Institutional Characteristics; Student Characteristics

This study identified predictors of academic performance in college algebra for postdevelopmental students at a predominantly black college. Questionnaires were randomly distributed to 175 students who were enrolled in college Algebra I and II. The sample included 142 students (classified as developmental on college entry by their own reports) who responded to a 21-item questionnaire, which included both traditional and nontraditional variables. Results indicate that students' entry-level characteristics, aptitude, and family-support variables were interrelated and had indirect effects on students' academic performance through institutional experiences and integration. Course grades have direct effects on academic performance, and students' motivation, ability, and familial influence on students' personal goals, have direct and indirect effects on academic performance through course grades. The result favor the developmental students regardless of gender and female students without regard to college grade point average. The trend analyses indicate that as levels of family income, family education, and school and community activities increased, the student's academic performance decreased. (Contains 7 tables and 61 references.) (SLD)

ED 430 043 TM 029 787

Witta, E. Lea; Witta, George T.
High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Distance Education;

Emergency Transition Education Board of Trustees of the District of Columbia Public Schools, presented the views of the transitional board about the progress toward school reform in the city's schools and offered support for charter schools. General Julius W. Becton, Jr., the appointed Superintendent of Schools, discussed the condition of the schools in general and outlined some improvements made under his administration, focusing on the ongoing physical plant repairs. An appendix contains the District of Columbia Student Opportunity Scholarship Act of 1997 and some supporting statements, including prepared remarks of those who testified at the hearing. (SLD)

ED 430 063 UD 032 905

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Equity (Finance); Educational Quality; Elementary Secondary Education; Expenditure per Student; *Public Schools; *Resource Allocation; School District Wealth; *Urban Schools
IDENTIFIERS- *New York City Board of Education

This report sets forth, through an analysis of both quantitative and qualitative data, a vivid picture of the severe shortage of basic resources in 228 of New York City's public schools. Data come from detailed questionnaires filled out by parents, teachers, and administrators from these schools. These responses indicate that 55% of these school buildings are virtually a half century old, and 9% of the elementary schools and 7% of the high schools date back to the 19th century. Many of the schools need major repairs, and in 29% of the elementary schools, instruction takes place in hallways, gyms, and other converted spaces. In 41% of the elementary schools, 63% of the middle schools, and 64% of the high schools, 6 or more full-time teachers lack permanent state certification. Class sizes are large, and equipment is often missing. Textbooks and even desks and chairs are often lacking. The causes of these resource deficiencies are structural problems in the present state aid system. New York City is routinely shortchanged by the state aid system. For the past 15 years, its per-pupil expenditures have lagged behind the statewide average. The documented gap grows even larger when the needs of the city's students are taken into account. (Contains 1 table, 11 graphs, and 13 endnotes.) (SLD)

ED 430 064 UD 032 906

Coleman, Beverly Eugene
School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
PUB DATE- 98
NOTE- 148p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *Grade 8; *Junior High School Students; Junior High Schools; *Mathematics

C's of Conducting Evaluation: From the Outside In" (Noboa-Rios); (9) "Theories of Change: A Powerful Approach to Evaluating Family Support Programs" (Connell and Kubisch); (10) "Evaluation That Works for You: A Practical Useful Model from the Field" Tufts University " (Kapuscik and Jacobs); (11) "Highlights from the Harvard Family Research Project" (Schilder); (12) "Best Evaluation of the Year: How Minnesota's Early Childhood Family Education Measured Low-Income Family Outcomes" (Cooke); and (13) "State-Funded Programs in Ohio Work Together to Evaluate Success" (Hecht). Also included are a glossary of evaluation terms, directory of evaluators, and a resource file. (LBT)

ED 429 670 PS 027 312

Haven, Terry, Ed.
Measures of Child Well-being in Utah, 1999. Kids Under Construction.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 197p.; For 1998 edition, see PS 422 073.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Health Insurance; Infants; Lunch Programs; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Utah; Vaccination

This Kids Count report details statewide trends in the well-being of Utah's children. The statistical portrait is based on four general areas of children's well-being: (1) health; (2) education; (3) safety; and (4) economic security. Key indicators in these areas include: (1) prenatal care; (2) infant mortality; (3) low birth weight babies; (4) teen births; (5) immunizations; (6) health insurance; (7) school enrollment; (8) per pupil expenditure; (9) dropouts; (10) pupil/teacher ratios; (11) school meals; (12) standardized test scores; (13) children with disabilities; (14) incidence of delinquent activity in schools or school-related activities; (15) child abuse; (16) juvenile offenses; (17) injury hospital discharges; (18) child death rates; (19) child violent death; (20) divorce; (21) poverty; (22) median household income; (23) working parents; and (24) welfare measures. Statewide information and discussion of terms comprise the first section of the report. The second section of the report presents a county by county analysis of data. Comparative data for 1996 and 1997 and definitions of data elements are also included. (LBT)

ED 429 671 PS 027 313

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
PUB DATE- 98
NOTE- 151p.; For 28th Annual Survey of High Achievers, see PS 027 304.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

The high school graduation rate dropped seven percent since 1986. Child abuse report have nearly doubled since 1989. The number of child support cases increased and the number of children living in poverty increased. The report also tabulates county data on 14 of the indicators. The report concludes with information on data definitions and sources and 5-year trend information on the indicators. (KB)

ED 429 689 PS 027 465

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 31p.; Images and graphs may not reproduce well. Funding also provided by the A.J. Fletcher Foundation of Raleigh, the Blumenthal Foundation of Charlotte, and the Z. Smith Reynolds Foundation of Winston-Salem.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Family Income; Foster Care; Health Insurance; High Schools; Incidence; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; Arrests; *Indicators; *North Carolina; Out of Home Care

This Kids Count report examines statewide trends in the well-being of North Carolina's children. The statistical portrait is based on 16 indicators of well-being: (1) infant mortality rate; (2) infants born with low birth weight; (3) births to single teens; (4) children without insurance; (5) high school dropout rate; (6) SAT scores; (7) high school retention rate; (8) child abuse and neglect; (9) children in out-of-home placements; (10) training school commitments; (11) juvenile arrests; (12) training school commitments; (13) child deaths; (14) child support collections; (15) children living in poverty; and (16) children receiving Aid to Families with Dependent Children. The bulk of the report is comprised of summaries of the indicators in the health, education, safety, and security areas; a statement of the state vision for the areas, and a list of the counties scoring the best and worst on each indicator. The findings indicate that based on 1992 data, the well-being of North Carolina's children deteriorated between 1985 and 1992 in 5 areas. More than 18 percent of children live in household with no adult male present. The rate of unmarried teen births rose 61 percent. The juvenile violent arrest rate is increasing much faster than the nation as a whole. Infant mortality declined by 15 percent, but the state still ranks 43rd. Although the high school dropout rate fell by 9 percent between 1985 and 1992, North Carolina still ranked 46th on this indicator. The report concludes with a county-by-county listing for each indicator and information on data definitions and sources. (KB)

ED 429 690 PS 027 466

NC Data Guide to Child Well-Being, 1998.
SPONS. AGENCY- North Carolina General Assembly, Raleigh.; North Carolina State Dept. of Social Services, Raleigh.; Annie E.

teenage mothers; (5) low birth weight rates; (6) children not immunized by age 2; (7) school readiness problems; (8) drop out rates; (9) children arrested for serious crime; (10) child abuse and neglect rates; (11) children in out-of-home placements; (12) children dying violently. Following an introduction detailing the major findings, the report provides regional and statewide statistical summaries for each indicator, discusses the importance of the indicator, describes potential improvement strategies, provides information on resources related to the indicator, and describes Minnesota trends. Minnesota data are compared to national findings for each indicator. The bulk of the report provides statistical information on the indicators for each county. Findings indicated that 1 in 8 Minnesota children continue to live in poverty, with child poverty rates related to ethnicity, family structure, residence location, and parent education. Although the teen birth rate has been declining, the school dropout and school completion rates continue to worsen, and sizable numbers of children are not ready to learn when they enter school. The report concludes with definitions of the indicators and their sources. (KB)

ED 429 707 PS 027 529

Collins, Raymond C.
Reading Helpers: A Handbook for Training Tutors.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Health and Human Services, Washington, DC.
PUB DATE- 99
NOTE- 170p.; For companion volume, see ED 417 017.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Early Childhood Education; *Emergent Literacy; Family Literacy; Learning Modules; Parent Participation; Parent Teacher Cooperation; *Primary Education; *Reading Instruction; Training; Training Methods; *Tutoring; *Tutors; Workshops
IDENTIFIERS- Training Materials

Designed to be used in conjunction with "On the Road to Reading: A Guide for Community Partners," this handbook focuses on the knowledge and skills necessary for tutors to help children from birth through third grade master reading fundamentals. The 5 chapters of the handbook present 11 training sessions for tutors, comprising 36 hours of training. Chapter 1, "First Steps for Reading Helpers," provides an orientation to basic principles and techniques of tutoring. Chapter 2, "How Children Learn To Read," presents an overview of how children become readers and writers. Chapter 3, "Tutoring Strategies for Preschool and Kindergarten," addresses strategies for talking with children, reading aloud, and writing with children. Chapter 4, "Tutoring Strategies for the Primary Grades," explores reading together, helping children with reading strategies, focusing on meaning, and improving writing skills. Chapter 5, "Partnering with Families," discusses how to support children's reading at home and promote family literacy. Each chapter is organized in two parts--an overview summarizing the topic and highlighting the principal themes, and the training sessions and activities related to the theme. Each training session follows a standard format: (1) learning objectives; (2) basic concepts; (3) tutor reading; (4) trainer preparation; (5) materials needed; (6) activities; (7) debriefing; (8) tutor follow up; and (9) evaluation. The handbook's two appendices list of training resources and includes overhead transparencies

Church of Christ (Moncure, North Carolina).
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Audits (Verification); Compliance (Legal); Early Childhood Education; Financial Support; Quality Control
IDENTIFIERS- North Carolina; *Smart Start

This report of the Office of the State Auditor in North Carolina details audit findings regarding allegations of misuse of Smart Start funds by Save Our Brothers, Inc. and the Liberty Chapel United Church of Christ. Save Our Brothers, Inc., a nonprofit agency, received two contracts totaling $46,327 from the Chatham County Partnership for Children (CCPC) to implement a Surrogate Father's Program. Liberty Chapel United Church of Christ in Moncure, North Carolina received Smart Start grants from CCPC totaling $60,630 and a grant from the North Carolina Department of Health and Human Services for $5,000 to develop an educational and child care center. The report concludes that all the funding to Save Our Brothers, Inc. was questionable given their limited accomplishments and the nature and number of findings produced as a result of the audit. The report maintains that no clear objectives have been accomplished with the funds, there have been conflicts of interest in hiring practices, there has been a lack of documentation for services, and there has been a major breach of internal controls and an abdication of responsible oversight by the board of directors and president. In regard to the Liberty Chapel United Church of Christ, the report questions all the funds allocated to Liberty since the child care center has not opened. The report also notes the encouraging tone and intent of the response by the chair of the CCPC and expresses the hope that closer monitoring of project performance will prevent similar situations from occurring. (KB)

ED 429 727 PS 027 552

Safety Hazards in Child Care Settings. CPSC Staff Study.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Hazardous Materials; National Surveys; *Safety; Young Children
IDENTIFIERS- *Child Safety

Each year, thousands of children in child care settings are injured seriously enough to need emergency medical treatment. This national study identified potential safety hazards in 220 licensed child care settings in October and November 1998. Eight product areas were examined: cribs, soft bedding, playground surfacing, playground surface maintenance, child safety gates, window blind cords, drawstrings on children's clothing, and recalled children's products. Participating child care centers were located in the eastern, central, or western United States and were selected randomly, when possible, from regional or national lists of licensed child care providers. A prepared checklist was used to observe conditions related to the eight product areas. The findings indicated that two-thirds of the child care settings exhibited at least one of the

Prereferral teams assist general educators with academic and behavioral concerns they encounter with their students, thereby reducing referrals to special education services. Each of the prereferral teams studied consisted of 7-9 members, mostly general education teachers. Eight of the 10 teams remained in operation, providing school support as needed. One team was no longer functioning, while another had shifted its focus to monitoring "at-risk" sophomores. Information collected from special education directors and prereferral team members revealed strengths and weaknessess evident in team operations. A rotation system in which team members served for a period of time and then were released from their duties was an effective mechanism for preventing burn-out. Other factors contributing to team success were realization by school personnel of the benefits of prereferral services, multidisciplinary team membership and transdisciplinary operations, and use of a tracking system to provide continuity of effort in the next school year. Results strongly support the provision of formal team training and ongoing support for newly developing prereferral teams. Contains 15 references. (CDS)

ED 429 745 RC 021 895

Hoover, John H.
The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; *Job Training; *Paraprofessional School Personnel; Rural Schools; Satisfaction; *Special Education; *Staff Role; State Surveys
IDENTIFIERS- Training Needs

The state education agency in a northern rural state funded a study that investigated paraeducator training and roles in special education. Surveys were completed by 153 principals, 297 general education teachers, 554 special educators, and 572 paraeducators. Study results include data on the role of paraeducators, their educational background, and their training. Findings include the following: (1) paraeducators served primarily students with mild disabilities; (2) while 28 percent of paraprofessionals provided services in self-contained classrooms, most services were offered in general education environments; (3) some problems of role confusion were noted; (4) paraeducators served a mean of 12.8 students, but about 10 percent served only 1 student; (5) about one fifth of paraeducators were in their first year of employment; (6) paraeducators tended to be well educated, with a third having 4-year degrees or better; and (7) paraprofessionals tended to be satisfied with state-mandated training. (CDS)

ED 429 746 RC 021 896

Ormsbee, Christine K.; Haring, Kathryn
Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
PUB DATE- 99

processes for obtaining public assistance, and advice to some families with strong religious beliefs about the importance of special education services and how they can be consistent with religious beliefs. (SV)

ED 429 762 RC 021 912

Weiss, Tim; Nieto, Faye
Using the Internet To Connect Parents and Professionals: The Challenges.
PUB DATE- 99
NOTE- 7p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Uses in Education; Disabilities; *Distance Education; Educational Innovation; Electronic Mail; Elementary Secondary Education; *Geographic Isolation; *Internet; Listservs; Parent Participation; *Parent School Relationship; Rural Education; Special Education
IDENTIFIERS- *Access to Computers; *Alaska

Alaska has been forced by geography and weather to look at numerous innovative solutions to improving communication between families and schools. The Internet is showing more impact than any other technique that has been tried. This has been especially helpful to parents of children with disabilities, due to a severe shortage of special education professionals. Although not every family has a computer, public Internet access is available at 90 percent of the public school libraries and at Native corporation or tribal council offices. There are programs to give or lend computers to families without them, and many families have e-mail accounts at their workplace. A bigger problem than connecting families to the Internet is convincing technologically timid parents to try it. Among the strategies being employed are interactive Web libraries, chat groups, bulletin boards, discussion lists, person-to-person e-mail, and homework e-mail lists. Delta Greely Cyber Charter School provides education directly to families' homes for grades 7-12 using Internet conferencing, live chat technology, and e-mail. The school is extremely popular, and has experienced a recent surge in enrollment of students with special education needs. The Alaska statewide correspondence school increasingly is using computer and Internet based services. The cyber and correspondence schools loan computers to families without access to one. Laptop computers are loaned to island families that have to travel to neighboring islands with telephone lines. The Alaska Department of Education plans to conduct studies to determine the effectiveness of Internet based education. (TD)

ED 429 763 RC 021 913

Beckner, Claudia
Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
PUB DATE- 99
NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27,

positive outcomes: renewed statewide enthusiasm, access to training by all rural professionals, enhanced communication among districts, increased participation at conferences, a common knowledge base, and satisfaction of related parental concerns. Brief profiles explain how the RIATT NASDSE program has been used to enhance professional development in Kansas, Indiana, Maine, Ohio, Idaho, Alabama, New Mexico, and New York. (SV)

ED 429 778 RC 021 928

Hausman, Ralph M.; Hausman, K. Kirk
Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Diagnosis; Higher Education; Mexican American Education; Personnel Needs; Professional Education; Program Development; *Rural Education; School Personnel; *Special Education; Teacher Education
IDENTIFIERS- *Mexico United States Border; Texas (South)

As the population of minority pupils continues to increase, the need for special education personnel to identify and educate culturally and linguistically diverse exceptional students will also rise. Continuing shortages of qualified personnel in special education have been declared a national emergency, with "diagnostic staff" ranked as the fourth highest area of need. Shortages are particularly severe along the Texas-Mexico border, where a 1997 needs assessment predicted a need for 41 diagnosticians, preferably bilingual, within the ensuing 5 years. This paper describes initial steps in the development of Project DEED (Distance Education for Educational Diagnosticians), a federally funded distance learning program to provide courses in special educational diagnostics to rural border communities far from higher education institutions. The closing of one of the four university-based special education programs in the south Texas border corridor exacerbated an already serious situation. At about the same time, T-1 fiber optic telephone lines were extended to all rural schools in the area. This, coupled with other technological advances, made it feasible to offer multimedia-based presentations accompanied by videoconferencing. Steps in program development included choosing software, establishing 8-10 distal sites, acquiring sufficient space to accommodate hardware and work space, building technological infrastructure, developing staff within a team approach model, keeping costs down, and selecting each distal-based cohort. Contains 26 references. (SV)

ED 429 779 RC 021 929

Ludlow, Barbara L.; Foshay, John B.; Duff, Michael C.
Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium.

have been quite successful, especially in areas of youth, health, infrastructure, and rural education. Each year the group studies a different country as an international project, encouraging members to expand their horizons. Community education is carried out through annual projects called state objectives. A subject, such as cystic fibrosis, is chosen from nominations around the state and becomes the fundraising focus for the year. CWA also administers a scholarship for young people who need financial assistance in continuing their education or for mature women who are retraining. (TD)

ED 429 795 RC 021 950

Boylan, Colin; Tuovinen, Juhani
Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
PUB DATE- 97
NOTE- 11p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Education Courses; *Educational Certificates; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Professional Development; *Rural Education; Telecommunications
IDENTIFIERS- Australia (New South Wales); *Charles Sturt University (Australia); *Telematics

Charles Sturt University (Riverina, Australia) has initiated the Certificate in Distance Teaching course for rural teachers working in a distance education setting to extend their understandings about rural and distance education topics. Two semester-long subjects constitute the course: pedagogy of distance teaching and organization of distance teaching. The first subject's topics include types of distance education technologies and how they facilitate educational interaction, teaching and learning with distance technologies, preparing materials for distance teaching, specific examples of distance technology application, and emerging technologies that may be used in distance education. Materials include print, CD, video, and computer disk. The second subject consists of two print-based modules. Module 1 covers the systems thinking model of organization and an overview of policies in distance education in each state and territory. Module 2 covers management, technological, human resource, student welfare, and evaluative issues about teaching in a distance education setting. Evaluative information from course graduates found that the top two reasons participants chose the course were to improve distance teaching skills and to gain accreditation. The pedagogy subject was rated "very high" by 83 percent of participants, and the CD-ROM with examples of teachers' telematics lessons was rated the most useful resource. The organization subject was rated "very high" or "high" by all respondents. Suggested improvements are included. Contains 36 references. (TD)

ED 429 796 RC 021 951

Roe, Jennifer

Implementation of Investigatory Approaches to Teaching Mathematics" (Mary Klein); (37) "Affective Factors and the Improvement of Alge

ED 429 813 SE 062 252

Kanes, Clive, Ed.; Goos, Merrilyn, Ed.; Warren, Elizabeth, Ed.
Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
PUB DATE- 98
NOTE- 383p.; For Volume 1, see SE 062 252.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Arithmetic; Calculators; Educational Assessment; Educational Technology; Elementary Secondary Education; Foreign Countries; Geometry; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Number Concepts; Problem Solving; *Teaching Methods
IDENTIFIERS- Mathematics Education Research Group Australasia

The second volume of this proceedings contains the papers presented at the 21st annual meeting of the Mathematics Education Research Group of Australasia. Full papers include: (1) "Teachers Interpreting Algebra: Teachers' Views about the Nature of Algebra" (Brenda Menzel and David Clarke); (2) "Long Odds: Longitudinal Development of Students' Understanding of Odds" (Jonathan Moritz); (3) "An Arithmetic Game with Strategic Components--Playing Procedures of Primary School Children" (Doris Mosel-Gobel); (4) "Ability Grouping: Some Implications for Building Mathematical Understanding" (Judith Mousley); (5) "Ethnographic Research in Mathematics Education: Using Different Types of Visual Data Refined from Videotapes" (Judith Mousley); (6) "A Research-Based Framework for Assessing Early Multiplication and Division Strategies" (Joanne Mulligan); (7) "The Use of Mathematical Function Plotters in Teaching Introductory Calculus" (Bruce Nevill); (8) "Children's Matching of Melodies and Line Graphs" (Steven Nisbet and John Bain); (9) "Identifying Separate and Connected Knowing in Mathematics Education" (Jude Ocean); (10) "Developing the Angle Concept through Investigations" (Kay Owens); (11) "Is There a Need for a Mathematics Intervention Program in Grades 3 and 4?" (Cath Pearn); (12) "Year 3 Students' Place-Value Misconceptions: Another Look At MAB" (Peter Price); (13) "Teaching Mathematically Gifted Students in Primary School" (Ian Putt); (14) "Orchestrating Different Voices in Student Talk about Infinity: Theoretical and Empirical Analyses" (Peter Renshaw and Raymond Brown); (15) "Measuring Attitudes towards Mathematics in Early Childhood and Primary Teacher Education" (Carolyn Roberts, Patricia Cretchley, and Chris Harman); (16) "A Survey of Graphics Calculator Use in Victorian Secondary Schools" (Alla Routitsky and Patrick Tobin); (17) "The Search for Pattern: Student Understanding of the Table of Values Representation for Function" (Julie Ryan and Julian Williams); (18) "Parent Newsletters Supporting Mathematics in the Junior Primary School" (Jan Savell); (19) "Challenging Beliefs about Mathematics Learning and Teaching Using an Electronic Learning Community" (Sandra Schuck and Gerry Foley); (20) "Mathematics Textbooks: Messages to Students and Teachers" (Mal Shield); (21) "Problem Solving through Problem Posing: The Experience of Two Teacher Education Students" (Beth Southwell); (22) "Teachers Building Number Sense Amid the Challenges of Change: Some Case Studies" (Len Sparrow and Alistair Mcintosh); (23)

growth, and change. (Contains 52 references.) (CCM)

ED 429 833 SE 062 396

Adkin, Sally; Halpin, Myra; Howe, Ann
A Non-Content Specific Test of High School Students' Progress in Science.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High School Students; High Schools; *Problem Solving; *Science Education; Science Equipment; *Science Process Skills; Scientific Literacy; *Scientific Principles; *Skill Development
IDENTIFIERS- *Science Achievement

This paper describes the development, administration, and results of an instrument to assess changes in students' science abilities as they progress from ninth grade through twelfth grade. Standard science tests commonly in use in schools to measure high school science students' achievement are content specific. Although these tests are useful they do not tell teachers or other educators what skills or general science knowledge students have acquired, nor can they ascertain students' progress as they move through high school. As part of the evaluation of the WINNERS II Project described in this paper, the research team wished to know more about what students were taking away from their science classes as they made their way through four years of high school. The research team decided to focus on designing a test that measured (1) understanding of the nature of science; (2) use of skills to solve problems; and (3) development of skills to use science equipment. (Contains 13 references and 3 tables.) (Author/WRM)

ED 429 834 SE 062 397

Ogunsola-Bandele, Mercy F.
Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coeducation; *Educational Environment; Foreign Countries; Knowledge Base for Teaching; *Science Education; Science Teachers; Secondary Education; Sex Differences; *Single Sex Schools; *Teacher Qualifications; Teaching Methods
IDENTIFIERS- Nigeria

This study examined the differences and similarities experienced by secondary school science teachers when teaching science within and outside their area of specialization in single sex and co-educational schools. Interviews were conducted and audio taped for six experienced science teachers on their qualification, classes/subjects taught and teaching experience.

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Class Activities; *Cultural Context; Economics; Foreign Countries; Geography; Global Education; Learning Activities; Secondary Education; Social Studies
IDENTIFIERS- *Canada; Canadian Government; *Canadian History; Technology Integration

Canada's present role in the new world order and its trade and economic dimensions are clarified in this book. Furthermore, the book explains the intricacies of Canada's history and multicultural heritage. The chapters focus on the modes of social studies instruction, resources for learning and teaching, the use of films and videos, and new technologies for the classroom. A student activities section provides a springboard for teachers interested in sharing their knowledge of Canada with students. Following a foreword (Michael S. Bittner) and an introduction (Jeanne Kissner; Marion Salinger), chapters in the book are: (1) "An Introduction to the History of Canada" (Victor Howard); (2) "Geography of Canada" (Michael J. Broadway); (3) "Canadian Government and Politics" (George Sherman); (4) "Canada and the World" (Donald K. Alper; Matthew Sparke); (5) "The Canadian Economy" (Anthony Cicerone; Mark J. Kasoff); (6) "Canadian Culture in the Late 1990s" (William Metcalfe); (7) "Quebec, Past and Present" (Richard Beach); (8) "Canada within the Social Studies" (William W. Joyce); (9) "Instructional Activities" (Janet Alleman); (10) "Resources for Learning and Teaching about Canada" (Gail F. Curry Yvon); and (11) "Technology in the Classroom" (Matthew Smith; John Preston). (BT)

ED 429 857 SO 029 197

Watanabe, Ryo, Ed.; Numano, Taro, Ed.; Nagata, Yoshiyuki, Ed.
Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; Curriculum Development; *Educational Cooperation; *Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; *Geographic Regions; Higher Education
IDENTIFIERS- *Asia; National Institute for Educ Research (Japan); *Pacific Region; Professional Concerns

The history of the regional cooperation program of the National Institute for Educational Research (NIER) is recorded in this document. Specifically, the report outlines the past 30 years of the program in Asia and the Pacific. Throughout those years, 93 seminars, workshops, and symposia have been organized. In addition, information about the evolution and development of the program, countries and educators in the region, and NIER is given. Chapter 1, "Recalling the Beginning of and Implementation of UNESCO-NIER Regional Programme," contains 10 essays: (1) "Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Engagement" (Raja Roy Singh); (2) "International Mission of NIER: 30 Years' Record of International Co-operation" (Akihiro Chiba); (3) "Memories of Yesteryears" (Charatsri Vajrabhaya); (4) "APEID and NIER: Meeting the Challenges and Opportunities of the Past and the Present" (Rupert Maclean); (5) "The Beginning of APEID and addition, one group of presenters taught scientific method as critical thinking. The paper contends that critical thinking should involve skills in evaluating all the information, including the process being advocated to do the evaluating. The paper suggests that the discipline of psychology, which views science as proceeding without the need of intellectual history, has not laid down the theoretical groundwork necessary to facilitate critical thinking. For this and other reasons, the paper proposes a new subdiscipline of theoretical psychology. (BT)

ED 429 876 SO 029 454

Georgescu, Dakmara; Stefanescu, Doina-Olga; Nazdravan, Mihai; Chiritescu, Dorina; Lacatus, Maria-Liana
Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Civics; Class Activities; Curriculum Guides; *Democracy; Elementary Education; Foreign Countries; Grade 3; Grade 4; Grade 7; Grade 8; Learning Activities; Middle Schools; Social Studies
IDENTIFIERS- Civic Values; *Romania

This guide begins by stating that the curricular items recommended for civic education classes meet the provisions of Romania's Education Law, articles 3 and 4, and particularly, the educational ideal and the ultimate goals of education. Noting that the process of socialization should start early in life, the guide states that the place of civic education in grades 3 and 4 is justified by the need to introduce students to civic behavior in a democratic society. The guide then lists specific objectives, and outlines reference objectives that illustrate key concepts related to democracy. The guide enumerates recommended teaching practices. For grade 7 it is stated that the place of civic culture as a "lower secondary school discipline" is justified by the need to take further the civic education of children and strengthen it by exercising a civic behavior in a democratic society. The guide is divided into five sections: (1) "Presentation Note"; (2) "A Teaching Model for Social and Humanist Disciplines"; (3) "Basic Objectives"; (4) "Reference Objectives and Learning Activities"; and (5) "The Contents of Learning." The grade 8 guide states that an in-depth study and nuanced discussion of the democratic value and principles is emphasized as well as the exercise of specific democratic political practices that were partially introduced to students in grade 7. The guide explains that the knowledge acquired by students in grade 7 can be integrated and reassessed, and specific skills and capabilities further developed in a new context. (BT)

ED 429 877 SO 029 456

Georgescu, Dakmara
Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
PUB DATE- 96
NOTE- 42p.

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; *Civics; *Exchange Programs; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; Mail Surveys; Program Evaluation; Questionnaires
IDENTIFIERS- *CIVITAS

This evaluation report documents the CIVITAS program's progress toward its five stated goals: (1) acquaint educators from Eastern and Central Europe with exemplary curricular and teacher training programs in civic education developed in the United States; (2) assist educators from Eastern and Central Europe in adapting and implementing effective civic education programs in their own countries; (3) create instructional materials for students in the United States that will help them better understand emerging constitutional democracies; (4) facilitate the exchange of ideas and experiences in civic education among political, educational, and private sector leaders from Eastern and Central Europe, the United States, and other established democracies; and (5) encourage research to determine the effects of civic education on the development of knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy. The report states that U.S. partners and people from Eastern and Central Europe were asked to respond to questionnaires eliciting both numerical and narrative data regarding their progress toward meeting these goals. Questionnaires were mailed in July and October of 1998 to 12 European partners and 16 U. S. partners. Six European partners and nine U. S. partners responded. According to the report, responses from both U.S. and European partners clearly indicated that at these partnership sites at least four of the five goals are being achieved. The only goal not yet being achieved, by all but one site, is conducting research to determine the impact of civic education and the development of knowledge skills and traits essential for the improvement of constitutional democracy. Contains 4 tables of data, a sample survey, and informational appendixes. (BT)

ED 429 898 SO 030 583

Harris, Ian M.; Glowinski, Jessica; Perleberg, Nancy
Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Global Approach; Global Education; Higher Education; *International Relations; *Peace; Prosocial Behavior; *World Affairs
IDENTIFIERS- *Peace Education

This study surveyed 31 professional educators who have taken a peace education course to see what factors influence their use of skills and knowledge acquired in this class. The main hypothesis of this study is that theoretical knowledge is not enough to motivate teachers to become peace educators. Respondents indicated that knowledge of subject matter was important but not as important as feelings of urgency about violence. Religious faith, past peace education success, and school climate helped peace education efforts. Responses to a questionnaire used in this study indicate the wide variety of approaches to peace education: (1) 58% were dealing with diversity; (2) 54% were teaching about peace; (3) 50% were and (4) visual arts, as taught by certified arts educators. The policy brief provides information about the integration of the arts into K-12 curriculum as a mechanism to improve the performance of all students, particularly in the basic areas of reading, writing, and mathematics. This brief reports on selected research information in brain development and cognition (learning styles) as they relate to arts education and selected findings on the effectiveness of arts education as a curriculum reform effort. Sample arts education standards from the National Standards for Arts Education (1994) are described. The brief also discusses policy issues concerning arts education and its present place in public education. Contains 37 references. (BT)

ED 429 918 SO 030 734

Oliver, John E., Ed.
Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography; *Geography Instruction; Higher Education; Learning Activities; Secondary Education; Social Studies; *Topography
IDENTIFIERS- Historical Background; *Indiana; National Geography Standards; *State Characteristics

This collection of essays offers many ideas, observations, and descriptions of the state of Indiana to stimulate the study of Indiana's geography. The 25 essays in the collection are as follows: (1) "The Changing Geographic Personality of Indiana" (William A. Dando); (2) "The Ice Age Legacy" (Susan M. Berta); (3) "The Indians" (Ronald A. Janke); (4) "The Pioneer Era" (John R. McGregor); (5) "Indiana since the End of the Civil War" (Darrel Bigham); (6) "The African-American Experience" (Curtis Stevens); (7) "Tracing the Settlement of Indiana through Antique Maps" (Brooks Pearson); (8) "Indianapolis: A Study in Centrality" (Robert Larson); (9) "Industry Serving a Region, a Nation, and a World" (Daniel Knudsen); (10) "Hoosier Hysteria: In the Beginning" (Roger Jenkinson); (11) "The National Road" (Thomas Schlereth); (12) "Notable Weather Events" (Gregory Bierly); (13) "Festivals" (Robert Beck); (14) "Simple and Plain: A Glimpse of the Amish" (Claudia Crump); (15) "The Dunes" (Stanley Shimer); (16) "Towns and Cities of the Ohio: Reflections" (Claudia Crump); (17) "The Gary Steel Industry" (Mark Reshkin); (18) "The 'Indy 500'" (Gerald Showalter); (19) "The National Geography Standards"; (20) "Graves, Griffins, and Graffiti" (Anne H. Gardner; Connie S. Yeaton); (21) "Exploring the Ohio Valley" (Anna Zervos); (22) "Human Influences on the Great Lakes" (Mary Groesch) (23) "Indiana's International Port on the Lake, a Link to the World" (Susan Hume); (24) "Indiana's Underground Railroad" (Angela Doherty); and (25) "Indiana Geography Education Resources" (Kathleen Lamb Kozenski, Comp.). Essays 19 through 24 focus on learning activities. The text concludes with a list of selected resources and maps of counties, largest cities, county seats, year of county organization, median family income, population, historic sites, glacial periods, tornadoes, and state forest and parks. (BT) and research issues with those that they held prior to the seminar. The survey also had them reflect on their experiences and the skills they developed during their action research projects, examined how their participation had affected their classroom practices, and investigated how they integrated the new skills, especially the use of technology, that they had learned into their practice. Data analysis indicated that 1 year later, participants perceived themselves as being capable of both consuming and creating research that was meaningful and valuable. Teachers had heightened awareness of the need to gather data systematically before drawing conclusions. The project affected how they talked about their classroom practice and the activities in which they engaged to improve their own teaching and their students' learning. They appeared to have developed attitudes that enabled them to apply theory to practice in ways that had value for them and their students. Teachers were more comfortable accessing information databases on the World Wide Web. (Contains 14 references.) (SM)

ED 429 939 SP 038 427

Lowenhaupt, Mary A.; Stephanik, Corinne E.
Making Student Teaching Work: Creating a Partnership. Fastback 447.
SPONS. AGENCY- Phi Delta Kappa Educational Foundation, Bloomington, IN.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Feedback; Higher Education; Lesson Plans; Planning; Preservice Teacher Education; Student Teacher Evaluation; *Student Teachers; Student Teaching; *Teacher Collaboration; Teacher Role

This Fastback provides a guide for developing a partnership between the student teacher and the cooperating teacher in order to make student teaching a rewarding experience for all involved. It explains that the relationship between the student teacher and the cooperating teacher needs to be one of collaboration and mutual respect in order to ensure that the experience benefits the student teacher, the cooperating teacher, and the students in the classroom. Many factors influence this relationship, including planning, feedback, honesty, and guidance. The chapters focus on the following topics: "Preparing for Student Teaching," "Building a Good Relationship," "Developing the First Lesson Plan," "Giving and Receiving Feedback," and "Concluding the Student Teaching Experience." Each section presents information on the role of the cooperating teacher and the role of the student teacher in various situations. (Contains 11 references.) (SM)

ED 429 940 SP 038 430

Din, Feng S.
The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Education Research Association (22nd, Hilton Head, SC, February

Parent School Relationship; Parents; Students; Teacher Attitudes; Teachers; *Urban Schools
IDENTIFIERS- Alberta

This study examined challenges that Canadian educators faced when teaching aboriginal students in a large urban school. The study involved the school's principal, teachers, counselors, and coordinators of Aboriginal student programming. Participants, who were Aboriginal and Caucasian, completed semistructured interviews that examined personal information, challenges to teaching Aboriginal students, and suggestions for improvement. Data analysis indicated that challenges were directly influenced by students, parents, educators, and administrators. Most of the challenges were task-related rather than personal. Aboriginal and Caucasian respondents agreed on most of the challenges. Students' preparedness for school and inability to adapt to the school structure were challenges that were especially relevant. Participants agreed that Aboriginal students learned in unique ways which educators needed to understand and work with. Parental distrust of mainstream education was a significant challenge. Challenges related to educators and administrators were associated with lack of preparedness for diverse students, cultural conflict, and district disrespect for the school. Most of the strategies suggested by respondents treated symptoms of the challenges rather than the causes. Aboriginal and Caucasian educators developed their strategies differently. The paper makes recommendations for practice and for further research. An appendix provides the interview schedule. (Contains 33 references.) (SM)

ED 429 959   SP 038 461

Burnaford, Gail
Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; College School Cooperation; Educational Change; Educational Research; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Partnerships in Education; Preservice Teacher Education; Self Evaluation (Individuals); Teacher Collaboration; *Teacher Improvement; *Teacher Researchers; Teachers

This paper examines a university professor's roles in and experiences with teacher action research to promote professional development. The first section discusses the importance of linking preservice teacher action research investigation with inservice action research teams in schools. It explains that this approach begins with a structure and organization for partnership among experienced and inexperienced teacher researchers. The second section focuses on mutual inquiry on an identified curricular theme or topic, which is taught at both the university and school level. This section explains that the strategy begins with the substance and not the procedure for doing research. The third section with management. The third section describes the features that must be addressed in developing a peer assistance or peer assistance and review program (e.g., who is assisted, who does the assisting, how do the programs operate, and what are the legal considerations). The fourth section discusses contract language considerations as affiliates negotiate with districts to develop peer assistance and peer assistance and review programs for professional staff. The eight appendixes present AFT and NEA policy supporting peer programs; peer mentoring and/or evaluation programs; a legal analysis of the NEA Peer Assistance and Peer Review Resolution; AFT's questions and answers regarding a union's duty to fairly represent its members; legal protections for teacher employment; peer assistance and review programs: guide to contract language; Cincinnati Public Schools peer assistance and evaluation guidelines; and contract language for peer programs. (SM)

ED 429 979 SP 038 486

Glidden, Heidi
Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Change Strategies; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; State Government; *State Standards; Student Evaluation; Teachers

This annual report analyzes the quality of academic standards in the 50 states, the District of Columbia, and Puerto Rico and monitors the extent to which those standards are driving education reform. The report describes criteria used to evaluate state standards and provides commentary on each state's standards, highlighting areas of strength and pinpointing weaknesses that must be addressed to improve the standards. The report also examines: states' activities and intentions to assess whether students are meeting the standards; whether states are providing extra academic help to students who are having difficulty meeting the standards; and whether states are attaching meaningful consequences to the standards so that students and others take them seriously. Findings indicate that the standards-based reform movement is getting stronger in the states, and the overall quality of state standards continues to improve. Twenty states have incentives to motivate students to achieve a higher standard than required of all students. Recommendations for how states can strengthen their standards and develop policies to support their reform efforts are included. Two appendixes review state documents and present content resources. (SM)

ED 429 980 SP 038 488

Novick, Rebecca; Grimstad, Jane
Actual Schools, Possible Practices. New Directions in Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.; An earlier version of this paper appeared in "Education Policy Analysis Archives," 1996, volume 4, number 14.

DESCRIPTORS- Academic Achievement; Cross Cultural Studies; *Cultural Differences; *Females; Foreign Countries; *High School Students; High Schools; *Personality Traits; Private Schools; Self Concept; Single Sex Schools; *Student Attitudes
IDENTIFIERS- *Academic Self Concept; *Japan

The purpose of this study was to examine a profile of academic self-concept for a sample of 293 students of a private girls-only high school in Japan as measured by the Dimensions of Self-Concept (DOSC)-Form S, Japanese version (W. Michael and others, 1984). The DOSC-Form S, Japanese version, yields five scores associated with the five underlying dimensions of academic self-concept: Level of Aspiration, Anxiety, Academic Interest and Satisfaction, Leadership and Initiative, and Identification versus Alienation. Past studies involving Japanese college students have reported that Japanese college students display dispositions indicative of low self-concept relative to their American counterparts, but little empirical study has been done on the academic self-concept of Japanese high school students. Japanese high schools constitute a unique subculture within the entire Japanese educational system, characterized by intensive preparation and competition for college entrance. Data from this study show lower academic self-concept for these students compared with U.S. high school students, but the subjects in this study represent only one segment of the diverse Japanese high school population. (Contains 2 tables and 23 references.) (Author/SLD)

ED 430 001 TM 029 711

Roberts, James S.; Donoghue, John R.; Laughlin, James E.
Estimability of Parameters in the Generalized Graded Unfolding Model.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics; *Sample Size; Simulation
IDENTIFIERS- *Generalized Graded Unfolding Model; Item Parameters; *Unfolding Technique

The generalized graded unfolding model (GGUM) (J. Roberts, J. Donoghue, and J. Laughlin, 1998) is an item response theory model designed to analyze binary or graded responses that are based on a proximity relation. The purpose of this study was to assess conditions under which item parameter estimation accuracy increases or decreases, with special attention paid to the influence that a given item parameter value has on the estimation of another item parameter. This assessment was based on a recovery simulation in which the effects of sample size, item location, degree of item discrimination, and extremity of subjective category thresholds were varied. Results indicate that with 750 or more respondents, sample size has negligible effect on all but the estimation of subjective response category thresholds. The true extremity of both item location and item discrimination did affect the estimation of these parameters themselves, and also affected the estimation of other item parameters in the model. However, these effects were modest and had little impact on the estimation of the corresponding item response functions. These results suggest that marginal maximum likelihood estimates of item parameters

DESCRIPTORS- Focus Groups; Foreign Countries; Graphs; Higher Education; *Practicums; *Preservice Teachers; *Professional Development; *Self Evaluation (Individuals); *Teacher Education; Teacher Evaluation
IDENTIFIERS- Canada

"My Learning Curve" is a visual rapid appraisal technique that was developed in Canada for exploratory use in one of a series of loosely coupled evaluation studies of a redesigned teacher education plan. It is designed to allow teacher candidates enrolled in the program to depict quickly and visually, rather than verbally, their perceptions of how their rates of professional growth changed over the course of the extended practicum portion of the program. The technique is described and its potential usefulness as an evaluative technique is assessed. "My Learning Curve" is a graph with the number of practicum weeks on the "x" axis. The "y" axis is labeled "learning." Teacher candidates draw lines reflecting their own perceptions of their rates of professional learning. The responses of 31 Canadian teacher candidates in 4 focus groups show that the appraisal technique is effective when used within a focus group setting. The technique appears to have less promise as a stand-alone approach because of difficulties in comparing data. (Contains 3 figures and 10 references.) (SLD)

ED 430 023 TM 029 736

Chin, Peter; Munby, Hugh; Hutchinson, Nancy L.
Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; Data Collection; Foreign Countries; Models; *Qualitative Research; *Research Methodology; Secondary Education; *Work Experience
IDENTIFIERS- Canada

This paper is concerned with the challenges of qualitative research on workplace learning that occurs within co-operative (co-op) education. Co-op education is extensive in Canada, with an estimated 10% of the student population enrolled in co-op secondary education each year. The context for this study was a veterinary clinic in which four co-op students participated. The theoretical framework for the study considered the workplace experiences as curriculum, the special character of experiential learning, and a cognitive perspective on learning from experience. Methodological challenges were evident in four related areas: (1) observation in an unfamiliar setting; (2) goals of the workplace setting; (3) conceptions of knowledge and curriculum; and (4) varieties of learning. The methodological challenges recognized in this study highlight the interplay among the theoretical framework, data collection methods, and data analysis procedures. (Contains 16 references.) (SLD)

ED 430 024 TM 029 737

Guskey, Thomas R.
New Perspectives on Evaluating Professional Development.
PUB DATE- 99

*High School Students; High Schools; *Interactive Video; Program Effectiveness; Research Methodology; Rural Schools; *Student Attitudes
IDENTIFIERS- *Log Linear Models

This study used log-linear modeling to examine responses of high school students enrolled in an interactive video program during the 1995, 1996, 1997, and 1998 program years to open-ended questions concerning the strengths and weaknesses of the program. Respondents, 1,024 students from a rural Appalachian area, were categorized by home or remote site and by semester. Analyses of the strength responses provided a model with a relationship between strength and site and between strength and semester. The weakness response required a model including the interaction of weakness, site, and semester. Results are discussed. (Contains 7 figures and 13 references.) (Author/SLD)

ED 430 044 TM 029 788

Rochowicz, John A.
Chi-Square Statistics, Tests of Hypothesis and Technology.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Educational Technology; Higher Education; *Hypothesis Testing; Research Methodology; *Spreadsheets
IDENTIFIERS- *P Values

The use of technology such as computers and programmable calculators enables students to find p-values and conduct tests of hypotheses in many different ways. Comprehension and interpretation of a research problem become the focus for statistical analysis. This paper describes how to calculate chisquare statistics and p-values for statistical tests of hypothesis with spreadsheets, especially LOTUS 1-2-3 for Windows. The chi-square probability distribution is approximated by techniques including series expansions and Simpson's Rule. The construction of spreadsheet macros to perform these calculations is demonstrated. Meanings and applications of the chi-square probability distribution to a number of examples are illustrated for students with various mathematical backgrounds. A description of the use of a computer algebra system, DERIVE, for computing p-values is also provided in the appendix. The use of technology as a tool for learning and doing statistics is emphasized. An appendix discusses other ways to find p-values. (Contains 10 tables and 9 references.) (Author/SLD)

ED 430 045 TM 029 789

Witta, E. Lea; Gupton, Sandra Lee
Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English

Achievement; Questionnaires; *Reading Achievement; *School Safety; Student Attitudes; Victims of Crime; *Violence
IDENTIFIERS- National Education Longitudinal Study 1988

This study analyzed base-year student data files from the 1988 National Education Longitudinal Study (NELS:88) cross-sectionally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: (1) personal behavior, such as being sent to the office for misbehaving, parents being warned about behavior, or fighting with other students; (2) victimization, whether having something stolen, receiving a drug offer, receiving threats or harm; and (3) perception of violence indicated by student responses to how they perceived violence problems in their school. Background variables included in the analyses were sex, race/ethnicity, socioeconomic status quartile, school type (public, Catholic, other religious private, nonreligious private), and school community location (urban, suburban, and rural). Associations of school violence measures plus student background characteristics on student achievement show that when the incidence of negative personal behavior increases, there is a negative effect on achievement. Students experiencing victimization and students' perceptions of violence in their schools show lower levels of effect on achievement. Implications for school practices and suggestions for future research are discussed. Three appendixes contain summaries of school violence reports, a description of the NELS:88, and the NELS:88 eighth grade questionnaire. (Contains 14 tables and 138 references.) (SLD)

ED 430 065 UD 032 907

Wakefield, William D.; Hudley, Cynthia
Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Audiences; *Black Students; Ethnicity; High School Students; High Schools; Interpersonal Relationship; *Males; Minority Groups; Racial Discrimination; *Racial Identification; Responses
IDENTIFIERS- *African Americans

The responses of male ethnic minority students to acts of racial discrimination were studied as a function of ethnic identity status, audience presence, and attributions of personal control. It was hypothesized that individuals with an unexamined ethnic identity would be more likely to have explored the meaning and significance of their ethnic group membership and that those with an achieved ethnic identity would be more likely to endorse active responses to acts of discrimination. It was also hypothesized that adolescents who were alone during an act of discrimination would respond differently from those who were accompanied. Two hundred male African American adolescents at an urban high school participated, completing a discrimination response index presenting scenarios of acts of discrimination and a measure of

DESCRIPTORS- Affirmative Action; Bias; Cheating; Drug Use; *High School Seniors; High Schools; Internet; Moral Values; Parent Participation; Peer Influence; Sexual Abuse; Sexuality; Sociocultural Patterns; *Student Attitudes; Student Behavior; *Student Surveys; Suicide; Values; Violence
IDENTIFIERS- *High School Juniors; *Indicators

This report presents the 1998 statistical findings of the annual survey to determine the attitudes of national high school student leaders. Questionnaires were completed by 3,123 high school juniors and seniors, all of whom were selected for recognition in "Who's Who among American High School Students." In addition to demographic information, the report details responses regarding the following areas of student life and contemporary issues: (1) education; (2) school violence; (3) weapons and violence; (4) Clinton-Lewinsky affair; (5) attitudes toward media; (6) sexual harassment and assault; (7) cheating/misconduct; (8) sexual behavior and attitudes; (9) condom distribution in school; (10) abortion; (11) cigarettes, alcohol and drugs; (12) peer pressure; (13) teen trends; (14) parental involvement; (15) future/aspirations; (16) important influences; (17) family meal time; (18) happiness; (19) suicide; (20) internet usage; (21) extracurricular activities; (22) generation's greatest crisis; (23) prejudice; (24) sexual orientation; and (25) affirmative action. (LBT)

ED 429 672 PS 027 314

Jacobs, Geralyn M.
Using Technology To Enhance Early Childhood Teacher Preparation.
PUB DATE- 97
NOTE- 11p.; Paper presented at the National Association of Early Childhood Teacher Educators Conference (Seattle, WA, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Early Childhood Education; *Educational Technology; Faculty Development; Higher Education; Internet; Teacher Education
IDENTIFIERS- Child Centered Education; *Technology Role

Technology can be a tremendous asset in preparing professionals to work with young children and a number of technological applications can serve to enhance early childhood teacher preparation. Among these applications are: slide show presentations; use of the internet; introduction of students to software to assist in the development of child-centered curriculums; and practicum opportunities to provide students with experience in working with young children on computers. Teacher educators need to continue to strive to find increasingly effective ways to help their students become more comfortable and proficient in working with technology in early childhood classrooms, from preschool through the primary grades. (Includes a table of website addresses of use to early childhood professionals.) (LBT)

ED 429 673 PS 027 315

Roan, Damaris
A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?
PUB DATE- 98

Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Expenditure per Student; Family Income; Foster Care; Gifted; Health Insurance; Incidence; Learning Disabilities; Mortality Rate; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Food Stamp Program; *Indicators; *North Carolina; Out of Home Care; Sexually Transmitted Diseases

This Kids Count report examines county and statewide trends in the well-being of North Carolina's children from the 1970s through the 1990s. The statistical portrait is based on 40 indicators of well-being in five categories: (1) demographics; (2) physical well-being, including infant mortality rate and percent low birth weight; (3) intellectual well-being, including dropout rate and children in subsidized child care; (4) social well-being, including divorce rate and teen birth rate; and (5) economic well-being, including median family income and child poverty rate. Multiple comparisons are provided to allow examination of state and county data from several perspectives. The state-level mean, median, highest, and lowest numbers are also provided for each indicator for the latest year available. Following a section on using this data guide, the bulk of the report is comprised of data tables for each county, delineating indicator information for the 1970s, 1980s, 1990, and the latest available. Additional county data are provided for seven indicators for which trend information is not available. State- and national-level trend information is provided in tabular and graphic format. State-level findings indicate that infant mortality has decreased by 68 percent over the last 25 years. Teen suicide has increased 150 percent over the last 25 years. There have been substantial increases in the child abuse and neglect rate and foster care placement. The percent of children in poverty is currently 20 percent. The report concludes with data definitions and sources as well as a county index. (KB)

ED 429 691 PS 027 469

Klein, Alice; Starkey, Prentice; Wakeley, Ann
Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 16p.; Poster presented at the NIECDE Project Director's meeting (Washington, DC, June 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Curriculum Development; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Skills; Parent Attitudes; *Parent Role; Parent School Relationship; *Preschool Children; Preschool Education; *School

and handouts. Contains a 47-item annotated bibliography. (KB)

ED 429 708 PS 027 531

Kreider, Holly; Mayer, Ellen; Vaughan, Peggy
Helping Parents Communicate Better with Schools. Early Childhood Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Early Childhood Education; Family School Relationship; Parent Materials; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; *Parents; Teacher Role

Based on information from the School Transition Study, sponsored by the MacArthur Network on Successful Pathways through Middle Childhood, this Early Childhood Digest focuses on enhancing communication between parents and the school. The digest discusses the importance of parents' level of comfort at school and in talking to teachers, and provides examples for ways parents have become more comfortable and confident. Also described are ways parents can communicate with the school without visiting the school. The digest discusses difficulties in communication when parents speak languages different from that of the teachers, have different backgrounds, or have lived in the United States for only a short time, and provides suggestions for improving communication in these situations. The digest notes the importance of parents from backgrounds different from that of the teacher sharing their views with school in order to help the teacher understand their child. The digest concludes by noting that teachers need to know about the child's life outside of school in order to do their job better and that parents need to find a way to communicate with their child's teacher what is right for them. (KB)

ED 429 709 PS 027 533

Papatheodorou, Theodora
Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Warwick International Early Years Conference (3rd, Coventry, England, April 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; Behavior Change; *Behavior Problems; *Child Behavior; *Classroom Techniques; Cognitive Ability; Cognitive Restructuring; *Discipline; Foreign Countries; Preschool Education; *Preschool Teachers; *Teacher Behavior; Teacher Surveys
IDENTIFIERS- *Ecological Psychology; Greece

Nursery teachers in Greece were surveyed to determine their definition of behavior problems and their relevance to management techniques employed. A questionnaire was developed and distributed to 225 nursery teachers; 154 teachers returned targeted safety hazards. The most commonly seen hazards were the use of clothing with drawstrings at the neck (38 percent of settings), lack of safe playground surfacing (24 percent) or adequate maintenance (27 percent), and the use of window blind cords with loops (26 percent). Fewer settings had cribs that did not meet current safety standards (8 percent), cribs with soft bedding (19 percent), lack of child safety gates (13 percent), and the use of recalled products (5 percent). A review of state licensing requirements revealed that most of the hazards examined in this study are not adequately addressed. (KB)

ED 429 728 PS 027 553

Papatheodorou, Theodora
Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.
PUB DATE- 98
NOTE- 38p.; Paper presented at the European Conference on Quality in Early Childhood Education (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Foreign Countries; Preschool Children; Preschool Education; *Preschool Teachers; Questionnaires; Teacher Response; Teacher Student Relationship
IDENTIFIERS- Greece

This study investigated the management approaches employed by nursery teachers in Greece to deal with children's behavior problems. In particular, the extent, frequency of use, and effectiveness of behavioral, cognitive, and punitive approaches were investigated with regard to conduct, emotional, and developmentally related problems. Participating were 154 female teachers selected from nursery schools located in three distinct regions of Greece. The teachers completed the questionnaires in regard to a total of 280 children from a total pupil sample of 3,091. The findings showed that teachers appeared to mainly attend to and deal with conduct problems which cause greater disturbance in the classroom. However, emotional and developmentally related problems were also addressed, revealing teachers' concern about their pupils' well-being and development. Teachers seemed to use mainly positive ways in dealing with the children's behavior problems, but they did deliver punishment as well. Finally, the study indicated that teachers appeared to be rather effect oriented, employing a variety of techniques of different theoretical orientation which have been perceived to be effective. (Nine tables detail findings, and the questionnaire is appended. Contains 69 references. (Author/KB)

ED 429 729 PS 027 572

Molina, Marie-Helene Gavinski; Coplan, Robert; Wichmann, Cherami
Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English

NOTE- 8p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; *Educational Diagnosis; Educational Quality; Elementary Secondary Education; *Prereferral Intervention; Referral; Rural Schools; School Districts; *Special Education; *Student Evaluation; Student Records

A study in a small rural school district used district preassessment records of students referred for a comprehensive, special education evaluation to determine if preassessment practices had improved. The district was located in a midwestern state that mandated preassessment practices in the mid-1980s in an effort to control special education referrals and maintain more students in the general classroom. A subject pool of 48 educators was provided with actual preassessment forms completed by school-based preassessment teams for the 1996-97 school year. General information on referrals was collected as well as reasons for referral and suggested interventions. Preassessment teams serve two clear functions: to support students experiencing learning or behavioral difficulties and to monitor the referral of students for special education evaluations. The teams in this study appeared to address both these functions, but with limited success. Preassessment records showed regular team meetings, documentation of suggested classroom interventions, and a regulated system of referrals for special education assessment. However, there were qualitative concerns about team membership and involvement of key stakeholders, duration of attention given to students at the preassessment level, team proficiency in pinpointing student problems, and the efficacy of team-suggested interventions. Contains 15 references and lists of preassessment team interventions suggested for the areas of speech and language, math, reading, written language, motor, and general achievement. (CDS)

ED 429 747 RC 021 897

Doty, Antonette; Gray, Sylvia
Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
PUB DATE- 99
NOTE- 10p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; Educational Resources; Preschool Children; *Preschool Education; Program Evaluation; *Resource Centers; *Special Education; Staff Development; State Programs; Teacher Education; *Technical Assistance
IDENTIFIERS- *Oklahoma

The Assistive Technology Program for Oklahoma Public Schools was developed to assist Oklahoma public schools in meeting the

1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; College School Cooperation; Elementary Secondary Education; Higher Education; Low Incidence Disabilities; *Professional Development; *Regional Planning; *Rural Education; *Special Education; Staff Development; State Departments of Education; Teacher Aides; Teacher Education
IDENTIFIERS- *Comprehensive System of Personnel Development; Individuals with Disabilities Education Act; *Oklahoma; Related Services

Oklahoma's Comprehensive System of Personnel Development (CSPD) initiative was developed to meet requirements of the Individuals with Disabilities Education Act. CSPD compensates for the state's geographic diversity through regionalization, which allows a grassroots approach to determining preservice and inservice training activities for special education teachers that are unique to the needs of each region but support a unified vision and strategic plan. The Southern region's activities exemplify the rural focus. The region comprises the southern half of Oklahoma, is the largest region in the state, and has only one metropolitan area. Quarterly meetings rotate around the region and highlight a facility or program of interest, with a flexible schedule to allow for travel time. The region's three main priorities include increasing the supply of teachers and ancillary staff to serve students with low-incidence disabilities, formalizing methods of cross-group/agency information exchanges, and including higher education in its initiatives and efforts. Three task forces have addressed these priorities by conducting training workshops for teacher assistants for visually and hearing impaired students; developing a professional development newsletter; and coordinating annual workshops on collaboration, co-teaching, special education law, and discipline. East Central University, the state department of education, the Oklahoma School for the Blind, and other agencies have collaborated on these efforts. The potential for replication of this initiative in other rural states is discussed. (TD)

ED 429 764 RC 021 914

Bull, Kay S.; Boykin, Cynthia; Griffin, John; Overton, Robert; Kimball, Sarah L.
Developing a Hyperbook To Teach Computer Mediated Learning.
PUB DATE- 99
NOTE- 11p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Computer Assisted Instruction; Cooperative Learning; *Curriculum Design; *Distance Education; Group Instruction; Higher Education; *Hypermedia; *Instructional Innovation; *Internet; Nontraditional Students;

Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Electronic Equipment; Higher Education; *Material Development; *Multimedia Instruction; *Multimedia Materials; Professional Education; *Special Education; World Wide Web
IDENTIFIERS- *Digital Technology

Video presentations of teaching episodes in home, school, and community settings and audio recordings of parents' and professionals' views can be important adjuncts to personnel preparation in special education. This paper describes instructional applications of digital media and outlines steps in producing audio and video segments. Digital audio and video are readily incorporated into instruction via live presentation in person or on television, via computer instruction through interactive multimedia modules, or via Web courses with materials provided for distributed or distance learning. Hardware and software needs are described for use of digital media in live presentations, computer instruction, and Web courses. The first step in producing audio and video media for instruction is selecting equipment that best fits the instructor's development capabilities, instructional goals, and equipment budget. Camera equipment, camera accessories, computer equipment, and production software are described with approximate costs. The next steps in producing audio and video media for instruction involve carefully planning, recording, editing, and compressing media segments to ensure that they contain high quality images and sounds and accurately represent the content. Tips and suggestions are offered for each of these steps. The final production step is using software to incorporate the media files into a particular application: live presentation, computer instruction, or Web course. Contains 38 references. (SV)

ED 429 780 RC 021 930

Mayhew, Jack; Herbert, Michael; Peregoy, John J.; Sebastian, Joan P.
Culture and School Success: Development of a Documentary-Style Distance Education Course.
PUB DATE- 99
NOTE- 9p.; In: Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999); see RC 021 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Cultural Awareness; Curriculum Development; Distance Education; *Education Courses; Elementary Secondary Education; Higher Education; Interviews; *Material Development; Multicultural Education; *Multimedia Materials; Teacher Education
IDENTIFIERS- University of Utah; *Video Production

Identification of Barriers That Confront Rural Students Entering
the University System.
PUB DATE- 97
NOTE- 10p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *College Students; Foreign Countries; Higher Education; Paying For College; *Rural Youth; *Social Support Groups; *Student Adjustment; *Student Attitudes; Student College Relationship; Student Financial Aid; *Student Needs
IDENTIFIERS- Australia (Perth)

A survey of 16 rural students attending college in Perth, Australia, found that all of them felt disadvantaged because of issues specific to their rural status. These issues were emotional, social, and financial or a combination thereof. The emotional and social concerns were loneliness, making new friends, and learning to adjust to an urban lifestyle, all of which stemmed from the fact that rural students had to leave their home support systems to attend college. However, financial problems were of greatest concern. These difficulties help to explain why rural students have a lower retention rate in higher education, resulting in their minority status in university enrollments and therefore life-improving opportunities. Suggested strategies for improving this situation are the provision of additional financial assistance to all rural students by the government, and the provision of university support groups for rural students, such as counsellors, academic staff, student administration, and medical suites. These strategies could make a critical difference for many rural students undertaking or considering college attendance. (TD)

ED 429 797 RC 021 952

Mason, Katrina
The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
PUB DATE- 97
NOTE- 8p.; In: Celebrating Rural Education: Proceedings of the National Conference of the Society for Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997); see RC 021 953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boarding Schools; Caregiver Child Relationship; *Coping; *Early Adolescents; Family Influence; Foreign Countries; Geographic Isolation; Loneliness; Resilience (Personality); *Rural Youth; Secondary Education; Secondary School Students; Social Support Groups; *Student Adjustment; *Student Attitudes
IDENTIFIERS- Australia (Western Australia)

Because of geographic isolation, many Australian families find it necessary to send their children to boarding schools for an appropriate secondary education. To determine the impact that leaving home has on young adolescents, and how they cope with the change, 38 year-8 boarding-school students from remote

"The Invisible Wall Project on Problem Solving Processes: Concepts and Methods of Interpretive Work with High Resolution Data" (Martin Stein); (24) "The Incidence of Misconceptions of Decimal Notation amongst Students Grades 5 to 10" (Vicki Steinle and Kaye Stacey); (25) "Kindergarten Students' Progress in the Count Me In Too Project" (Rita Stewart, Bob Wright, and Peter Gould); (26) "Task Context and Applications at the Senior Secondary Level" (Gloria Stillman); (27) "Different Forms of Mathematical Questions for Different Purposes: Comparing Student Responses to Similar Closed and Open-Ended Questions" (Peter Sullivan, Elizabeth Warren, Paul White, and Stephanus Suwarsano); (28) "Student Choice of Computation Methods" (Paul Swan and Jack Bana); (29) "Mathematical Misconceptions--We Have An Effective Method for Reducing Their Incidence but Will the Improvement Persist?" (Philip Swedosh and John Clarke); (30) "Dynamic Scaffolding and Reflective Discourse: Successful Teaching Styles Observed within a Project To Teach Mathematical Thinking Skills" (Howard Tanner and Sonia Jones); (31) "A Computer Environment To Encourage Versatile Understanding of Algebraic Equations" (Mike Thomas and Diane Hall); (32) "Teacher Beliefs about the Learning and Teaching of Mathematics: Some Comparisons" (Danielle Tracey, Bob Perry, and Peter Howard); (33) "Exploring the Impact of CAS in Early Algebra" (David Tynan and Gary Asp); (34) "Computers Are Taking Mathematics into the Next Centur

ED 429 814   SE 062 350

Barry, Dana M.
Innovative Hands-on Activities for Middle School Science.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Boston, MA, March 25-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Hands on Science; *Integrated Curriculum; *Interdisciplinary Approach; Language Arts; *Middle Schools; *Science Activities; *Science Education

This paper contains some hands-on activities that relate science to art and language arts. The focus is placed on middle schools and activities engage students in the discovery that chemicals are used to draw and color. Students also read and write poetry and literature that employ science-related topics. A number of spin-off activities are suggested for both art and language arts that involve food dye, candy, and other easily available materials. (DDR)

ED 429 815   SE 062 359

Harwell, Sharon H.
Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Southern Area Annual Meeting of the National Science Teachers Association (Birmingham, AL, November 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

To ensure that each teacher's perspective was heard, each interview was reviewed, and agreement about the meaning was built to the satisfaction of the teachers. On analyzing the differences and similarities in the teachers experiences, it was found that those teaching out of their areas of specialization found it difficult structuring their lessons, getting back on track when drawn away from their original lesson plan and were sometimes unable to construct explanation in response to students (especially male) questions. The importance of training more science teachers in specific fields, assigning teachers to teach within their areas of specialization and creating a learning environment that promotes equity is discussed. (Contains 14 references.) (Author)

ED 429 835 SE 062 398

She, Hsiao-Ching; Fisher, Darrell L.
The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Classroom Communication; Foreign Countries; Science Education; Secondary Education; *Secondary School Science; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Student Relationship
IDENTIFIERS- *Science Achievement; Taiwan

The purpose of this study was to describe the validation of a new instrument called the Teacher Communication Behavior Questionnaire (TCBQ). This instrument is meant for use in assessing students' perceptions of their interactions with their teacher by focusing on their teachers' communicating behaviors. The study described in this paper occurred in secondary science classrooms in Taiwan. Quantitative and qualitative approaches were used in the development and validation processes of the TCBQ. The questionnaire was then used to investigate Taiwanese secondary science teachers' behaviors and their associations with students' perceptions and attitudes toward science and science academic achievement. Results indicate that all five scales of the TCBQ were found to display satisfactory internal consistency reliability, discriminant validity, and factor validity. There were strong associations between the scales of the instrument and students' attitudes about science, and two of the scales were associated with cognitive achievement. This instrument has added an additional aspect to research on teacher-student interactions by focusing on the use of verbal and non-verbal feedback to enhance students' attitudes toward science and their academic achievement outcomes. Contains 22 references. (Author/WRM)

ED 429 836 SE 062 399

Ratcliffe, Mary
Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the National

NIER" (Kihei Koizumi); (6) "International Co-operation in Education: Unforgettable Memories" (Hiroshi Kida); (7) "Memories of Regional Co-operation in Education in Asia" (Isao Suzuki); (8) "Memories of APEID Seminar" (Hiromitsu Takizawa); (9) "Thoughts on International Educational Co-operation" (Toshio Kanaya); and (10) "Memories of the Late Dr. de la Cruz" (Nobuya Higuchi). Chapter 2, "30 Years of NIER's Educational Co-operation Programme in Asia and the Pacific," contains an outline of regional co-operation activities, activities organized between 1967 and 1996, and participants of the regional activities. (BT)

ED 429 858 SO 029 208

Frese, Millie K., Ed.
Letters and Letter Writing.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Enrichment Activities; *Letters (Correspondence); *Local History; *Social History; *Social Studies; *State History; World War II
IDENTIFIERS- Frank (Anne); *Iowa; *Pen Pals; Wilder (Laura Ingalls)

"The Goldfinch" is a periodical that introduces young children to various facets of Iowa history. Each issue has a different theme topic and a number of articles covering diverse aspects of the topic being addressed. This issue focuses on letters and letter writing. Featured articles discuss letters that illuminate historical events. The volume includes letters belonging to a woman who moved from Pennsylvania to Iowa around the time of the Civil War, Anne Frank and her Iowa pen pal, letters exchanged by an Iowa draftee and his wife during World War II, letters written by a group of pen pals at Iowa State University between 1918 and 1922, and letters of Laura Ingalls Wilder and her daughter. Student activities include writing to pen pals, making a quill pen, answering questions about Clara Hinton's diary, and a writing game. (BT)

ED 429 859 SO 029 235

Dichanz, Horst; Zahorik, John A.
Changing Traditions in Germany's Public Schools. International Studies in Education Series.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Cultural Context; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Foreign Countries; Public Education; *Public Schools; Teacher Education; Vocational Education
IDENTIFIERS- German Culture; *Germany; Historical Background

Understanding German elementary and secondary schools requires knowledge of political, geographic, economic, and social aspects of Germany. German schools have developed in accordance with the prevailing influences of their times. People and events, throughout the past 400 years, are discussed. The legal

LANGUAGE- Romanian
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Writing; *Citizenship Education; Civics; *Civil Liberties; *Democracy; Foreign Countries; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Social Studies
IDENTIFIERS- *Childrens Drawings; Civic Values; *Romania

This album addresses how civic education should be taught in Romanian schools. Civic education, like any other form of education, must be gradual and adapted to the specifics of the respective age. The album can be used by any person involved in developing future citizens. The document includes drawings and texts made by students who were apart of the project "Human Rights Education in Romanian Schools." The project consisted of trying out alternative experimental materials in the seventh and eighth grade civic culture classes. The starting point of the project's concept is that of holding "the philosophy of human rights" to be the explicit basis of values and ideas for civic education approaches as well as for establishing a democratic civic culture. The album contains 16 sections: (1) "The Right to Childhood"; (2) "The Right to a Family"; (3) "The Right to Equality"; (4) "The Right to Liberty"; (5) "The Right to Life"; (6) "The Right to Peace and Security"; (7) "On Identity and Differences"; (8) "On Solidarity"; (9) "On Tolerance and Respect"; (10) "The Abolishment of Brutal and Degrading Treatment"; (11) "On Environmental Preservation"; (12) "The Right to Association"; (13) "The Right to Property and Labor"; (14) "The Right to Education and Care"; (15) "On Fundamental Human Needs"; and (16) "On Democracy and Human Rights." (BT)

ED 429 878 SO 029 489

Noel, Melvina
Morality in Education.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Ethical Instruction; Higher Education; *Moral Development; Moral Issues; *Moral Values; *Student Development; Teacher Role; Values Education
IDENTIFIERS- *Moral Orientation

The current status of the United States as an "immoral" society has a direct correlation to the lack of serious attention given to moral education in the classroom. Morality, and what constitutes morality education, is a topic of concern for parents as well as educators. Morality, as a term, incorporates the social, economic, and political biases of the society that defines it. Morality instruction tries to enlist training that will create a more "humane" human. Morality, as a serious subject of education, began in the early stages of civilization. In ancient cultures, morality education was an important part of the curriculum. In classical times, the educational systems of the Greeks and Romans showed an integration of morality, or morality-based instruction, in their programs of study. As Christianity became a way of life helping their students cope with violence; (4) 35% were advocating violence prevention; and (5) 23% were working with a peer mediation program. Contains 7 tables and 31 references. (Author/LB)

ED 429 899 SO 030 584

Prasad, Surya Nath
Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Global Approach; Global Education; Higher Education; *International Relations; *Peace; Prosocial Behavior; *World Affairs
IDENTIFIERS- India; *Peace Education

The development of peace education in India is discussed in this booklet. Although India has made many contributions to the theory and practice of peace work (the non-violent movement led by Mahatma Gandhi), peace education in the form of university courses or special curricula for schools is seldom encountered. However, signs of interest in peace education are evident in the peace research centres, in departments of Gandhian Thought, and in similar institutes that have been organized over recent decades. Brief descriptions of these institutes are given. Books and journals from India and relevant to peace education also are presented. Contains 19 references. (Author/LB)

ED 429 900 SO 030 597

History and Social Science Curriculum Framework.
PUB DATE- 97
NOTE- 160p.; For the Massachusetts Arts Curriculum Framework, see SO 030 598.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Elementary Secondary Education; *History; Preschool Education; *Public Schools; *Social Sciences; *Social Studies; State Curriculum Guides; *State Standards; Student Needs
IDENTIFIERS- *Massachusetts

This curriculum framework represents the first statewide guideline for learning, teaching, and assessment in history and social science for the Commonwealth of Massachusetts's public schools. The framework is based on sound research and effective practice and reflects a vision of how classrooms can and should look to assist all students to achieve high standards of excellence. Following a visual overview and an introduction, the framework comprises 10 sections and three appendixes: (1) "Core Concept," states the fundamental purposes of a curriculum in history and social science: to enable students to acquire knowledge, skills, and judgment so as to continue to learn for themselves, participate intelligently in civic life, and avail themselves of historical and cultural resources. Further sections are: (2) "Guiding Principles"; (3) "Reasoning, Reflection, Research, and Context in History and Social Science"; (4) "Core Knowledge in United States and World

ED 429 919 SO 030 763

Bjerstedt, Ake
"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Objectives; Foreign Countries; *Global Approach; *Global Education; Higher Education; *International Communication; International Cooperation; *Peace; *Responsibility; World Affairs
IDENTIFIERS- Internationalism; Peace Education; *World Citizenship

Books, articles, and reports relevant to peace education are heterogeneous in kind and have been published in a broad range of sources. This booklet considers books and articles that do not focus on terms such as, "peace education," but that deal with partly related goals and methods utilizing terms such as, "international understanding," "internationalization," "global perspectives," and "world citizen responsibility." Titles of documents are given in the booklet in their original language. If the original language is English, French, or German, no translations are provided. In the case of other original languages, a translation of the title into English is added in square brackets. The booklet cites more than 140 documents. (BT)

ED 429 920 SO 030 783

Casino, Eric S.; Schelander, Bjorn, Ed.
Burma and the Burmese: A Historical Perspective.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 121p.; "With illustrations by Ann Hsu."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Area Studies; *Asian History; Asian Studies; *Burmese Culture; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Burma

An overview of Burma's history and culture is discussed in this learning guide. The book begins with a geographical study of Asia's major land masses, archipelagoes, and the bodies of water that have made possible the movement of trade, religion, and culture from ancient to modern times. The early history of Burma's culture is discussed through temples, kings and kingdoms, religions, dynasties, and wars to the more current transformation of Burma from a colony to a nation. Concepts and teachings of Buddhism and Buddhism in daily life, along with the sangha and the Shwedagon Pagoda, are given. A section is devoted to the discussion of Burma after gaining independence and includes information about foreign relations, civilian to military rule, economic development and the military, the socialist republic, and the continuing struggle between the military successors of Ne Win and the pro-democracy movement. Each chapter provides multiple choice questions, fill in the blanks, creative writing problems, class discussion, and suggestions for further research. Chapters include: (1) "Land

24-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Class Size; *Classroom Environment; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Questionnaires; *Small Classes; Teacher Attitudes; Teacher Student Relationship; Teachers; Urban Schools
IDENTIFIERS- China

A survey with open-ended questions investigated the attitudes of 54 urban Chinese teachers about issues related to the functions and benefits of having small classes (for both teachers and students). Findings indicated that most of the urban Chinese teachers preferred teaching small classes. While they perceived small class size as a beneficial factor in certain respects, they did not believe that students in smaller classes would necessarily have better achievement. They believed that small classes facilitated more individualized help from teachers, more student-teacher interactions, better classroom management, and reduced teacher workload. They also believed in teachers encouraging and creating competition among students, which they regarded as important for students in large classes in order to attain higher achievement. The teachers regarded external influences and the school environment as important factors in learning. They regarded peer help as important to student success. Some cultural differences between U.S. and Chinese teachers were found. An appendix contains the questionnaire (translated into English). (SM)

ED 429 941 SP 038 432

Reed, Cynthia J.; Kochan, Frances K.; Ross, Margaret E.; Kunkel, Richard C.
Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; Higher Education; Preservice Teacher Education; *Professional Development Schools; *Program Evaluation; Rural Schools; Summative Evaluation
IDENTIFIERS- Alabama; Auburn University AL

This article presents the insights gained by individuals involved in designing and implementing an evaluation system for a coalition of Professional Development Schools (PDSs) in rural Alabama. The article begins with a brief overview of the history of PDSs, with a particular emphasis on issues related to establishing quality indicators and judging effectiveness. It discusses concerns about evaluating PDS efforts. Next, it presents a detailed description of the context and discusses how the system has been used to reform, inform, and transform both institutions and professional relationships. In discussing how to create a comprehensive system for evaluating PDS discusses how to facilitate the partnering of institutions by bringing teachers together across school systems for shared action research. The paper concludes that teacher action research has provided a forum for self-study and ongoing analysis of paths toward change in schools. It suggests that it is important to find and articulate the bridges between individual teacher research and large-scale action research. (Contains 20 references.) (SM)

ED 429 960 SP 038 462

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
PUB DATE- 98
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; *Child Labor; Children; *Civil Liberties; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Foreign Countries; Higher Education; Teacher Associations; *Unions
IDENTIFIERS- Education International (Belgium)

This report focuses on the extent to which the right to education is available to children, young people, and adults and the extent to which educators enjoy fundamental human and trade union rights set out in the major international deliberations and conventions. The report seeks to acknowledge the contributions of teachers and education support staff. For each country where Education International has members, the report examines these issues and also highlights the extent of child labor. The appendix presents information on the United Nations Convention on the Rights of the Child and various International Labor Organization Conventions related to child labor and labor rights (e.g., collective bargaining, equal pay, employment discrimination, minimum age, and indigenous and tribal peoples). (SM)

ED 429 961 SP 038 463

Ahmed, Christine
Workshop on Body Image: Creating or Reinventing a Positive Body Image.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Native American Women and Men's Wellness II Conference (San Diego, CA, February 28-March 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Image; Body Weight; Cultural Influences; Eating Habits; Females; Males; Self Esteem

This paper examines the culturization of body image and the impact of body image on women and men, noting that the strict definition of body size has made many women and men dissatisfied with their bodies. The first section defines body image and culturization, explaining how the current media images put tremendous pressure on men and women that was less present throughout history. The second section examines historical changes in body image, noting that historically, the standard for beauty in women and men has varied significantly. The third section discusses the importance of a good body image

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; *Professional Development; Teacher Collaboration; *Teacher Improvement; Teachers

This publication examines the literature on promising practices in professional development, focusing on the role of effective inservice professional development in successful elementary school reform, promising practices, and results of a survey of educators from the northwest United States. After an introduction, Section 1 discusses "Learning in Our Nation's Schools: Simple-Minded or Muddle-Headed?" Section 2 focuses on "Teaching for Understanding." Section 3 examines "Barriers to Effective Professional Development and School Reform." Section 4 discusses "Inquiry-Based Professional Development." Section 5 focuses on "Collaboration with Children, Families, and Colleagues." Section 6 looks at "Cherry Valley Elementary School, Polson, Montana." The report concludes that effective professional development: is moving away from the model in which an expert transmits knowledge to teachers; is grounded in the questions and concerns of those who work closely with children; views teachers as intellectuals, leaders, peer coaches, and researchers; and allows ample opportunities for teachers and principals to engage in reflective study of teaching practices, experimentation, collaborative problem solving, and peer mentoring in a supportive climate. Two appendixes include the District Staff Development Activities Survey and data on how often teachers are included in several district-provided staff development activities. (Contains 107 references.) (SM)

ED 429 981 SP 038 489

Shen, Jianping
The School of Education: Its Mission, Faculty, and Reward Structure.
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Educational History; Elementary Secondary Education; *Faculty Promotion; Higher Education; Preservice Teacher Education; *Schools of Education

This book examines the mission, faculty, and reward structures of the school of education, depicting the current status of the school of education and providing empirical data for discussing its future. The book includes eight chapters; (1) The School of Education and its Faculty: An Overview; (2) History of the School of Education: A Perspective from the Concept of History; (3) The Education Faculty and Their Status; (4) Dimensions of Education Faculty Members' Work and Promotion Criteria; (5) Mission Involvement and Promotion Criteria; (6) Unity and Diversity of the Promotion Criteria; (7) Faculty Fragmentation and Teacher Education; and (8) The Future of the School of Education. (SM)

ED 429 982 SP 038 490

Allison, Clinton B.
Teachers for the South: Pedagogy and Educationists in the

will provide accurate results across a variety of item parameter configurations when the sample size is at or above the recommended levels. (Contains 1 table, 3 figures, and 14 references.) (Author/SLD)

ED 430 002 TM 029 712

Shelton, Russell D.
The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; *Educational Change; Educational Improvement; Educational Policy; Educational Practices; *Elementary Secondary Education; *Low Achievement; Private Schools; Public Schools; School Restructuring
IDENTIFIERS- *Reform Efforts

The present system of education in the United States is wasteful of human and monetary resources and is organized to deny learning opportunities to most students. Education is the biggest business in the United States, and it is the most important business because it molds the character and ability of current and future citizens. Schools should be organized and managed so that the resources of students, parents, teachers, and support personnel are used wisely in an environment that stresses openness, liberty, competition, individual achievement, and social responsibility. The school curriculum and its presentation should help each student earn and enjoy a living and support the United States in worldwide competition. The following chapters are included: (1) "The Problems"; (2) "Why We Need Standards"; (3) "The University"; (4) "The College of Education"; (5) "Recollections of a Junior College"; (6) "The Learning Unit"; (7) "Our Elementary Schools"; (8) "The Public High Schools"; (9) "Public, Private, and Parochial Schools"; (10) "The Discouragement of Teachers"; (11) "Some Pertinent Remarks on Knowledge and Skills"; (12) "Academics and Athletics"; (13) "Sociology"; (14) Recommendations"; and (15) "References" (endnotes). (Contains two tables and multiple endnotes.) (SLD)

ED 430 003 TM 029 714

South Dakota Annual Report of Academic Progress.
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Attendance; College Bound Students; College Entrance Examinations; *Dropouts; Elementary Secondary Education; *Enrollment; Tables (Data); *Test Results
IDENTIFIERS- ACT Assessment; *Educational Indicators; *South Dakota

Key indicators of educational progress in South Dakota are presented for the 1996-97 school year to fulfill the legislative requirement for reporting. The publication includes

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Data Collection; *Evaluation Methods; *Professional Development; *Research Methodology

Basic questions about the evaluation of professional development efforts are explored, including the nature and purposes of evaluation, the critical levels of professional development evaluation, and the difference between evidence and proof in evaluation. Evaluation, which is defined as the systematic investigation of merit or worth, can be characterized as planning, formative, or summative evaluation. All three types of evaluation involve the collection and analysis of data. In evaluating professional development, there are five critical levels of information to consider. These are: (1) participants' reactions; (2) participants' learning; (3) organization support and change; (4) participants' use of new knowledge and skills; and (5) student learning outcomes. In the real-world setting of professional development evaluation, it is nearly impossible to obtain proof of the impact of the effort, but it is possible to obtain good evidence. A list of guidelines is included to help improve the quality of professional development evaluations. (Contains 1 figure and 25 references.) (SLD)

ED 430 025 TM 029 738

Christie, Mary Ann
"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). The GenScope project, titled "Turning Information into Knowledge: Hypermodels for Science Education, 1995-1998," was funded by a grant from the National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Computer Software; *Genetics; *High School Students; High Schools; Learning; Participation; Scientific Attitudes; *Student Attitudes
IDENTIFIERS- *GenScope Computer Program

The experiences and responses of high school biology students using the GenScope computer program are described. GenScope represents genetic concepts in a linked multilevel fashion to teach students to think like scientists. Many GenScope problems use a fictitious dragon species to illustrate genetics. Students can manipulate the dragons' genes to produce offspring with particular characteristics. Students in the two high school biology classes responded enthusiastically to using the computers and to the dragon "design" problems. The freedom to operate outside of typical instructional routines and related teaching methods appeared to begin a transformative experience for these students. Participating in learning through action also engaged students and changed their attitudes about

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Coding; Elementary Secondary Education; *Factor Structure; *Graduate Students; Graduate Study; Higher Education; Leadership; Reliability; *Teachers; *Test Use; Textbooks
IDENTIFIERS- Confirmatory Factor Analysis; Cross Validation; *Leadership Behavior Description Questionnaire

The construct validity and internal consistency (reliability) of the 30-item form of the Leadership Behavior Descriptive Questionnaire (E. Fleishman, 1957; A. Halpin and B. Winer, 1957) as presented in a current leadership text was assessed. Classroom teachers and administrators (n=187) completed the instrument. Although reliability was found to be acceptable, neither the two-factor nor the five-factor model was adequate. Although the two-factor model produced adequate estimates of reliability, it should not be used without reverse coding. Reasons for these findings are discussed. An appendix contains two-factor and five-factor rotated convergent matrices. (Contains 5 figures, 3 tables, and 15 references.) (Author/SLD)

ED 430 046 TM 029 790

Sun, Anji; Schulz, E. Matthew
Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Colleges; Comparative Analysis; Evaluation Methods; Higher Education; *Item Response Theory; *Rating Scales; Responses; *Student Personnel Services; Surveys
IDENTIFIERS- *Missing Data

Missing data create problems for the interpretations and inferences of survey results, especially if the amount of missing data is substantial. This study considers issues of missing data when comparisons are made across survey items. It is suggested that if the groups responding to different items differ in their tendency to use one end of the measurement scale or the other, named as "pleasability" according to the specific nature of the data used in the study, then the comparisons of these items should be adjusted for this difference. Data for the study were obtained from the Student Opinion Survey processing history files of ACT Inc. for 10 institutions. Students at these colleges had responded to the survey about college services used, but the average number of students responding to all items was less than half the total number of respondents. The results of the study show a consistent difference in pleasability among the respondents and that an item response theory rating scale model can improve comparisons among survey items when the data consist of ratings on a Likert scale and respondents rate only selected items. (Contains 4 figures, 11 tables, and 17 references.) (Author/SLD)

ED 430 047 TM 029 791

Barnette, J. Jackson; McLean, James E.
Choosing a Multiple Comparison Procedure Based on Alpha.

ethnic identity status. Both hypotheses were partially supported. Regardless of the audience present, adolescents who had explored the meaning and significance of their ethnic group membership were more likely to endorse hostile responses than adolescents who had not explored their ethnic group membership. (Contains 89 references.) (SLD)

ED 430 066 UD 032 908

Hudley, Cynthia
Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Aggression; *Behavior Problems; *Children; Control Groups; Elementary Education; Program Evaluation; *Risk
IDENTIFIERS- *Protective Factors; 4 H Clubs

Findings from the first round of evaluation of an afterschool youth development program are presented. This program, the 4H Afterschool Activity Program, incorporated a specific curriculum of aggression reduction, the BrainPower program, into its ongoing activities, which cover a wide range from homework assistance to arts and crafts. The BrainPower curriculum is a systematic application of principles of attribution theory. The experimental group for this study consisted of 50 children, aged 7 to 11 years, from 2 Los Angeles housing projects. A comparison group of 40 children did not participate in the afterschool program. Teacher and parent ratings of aggressive behavior were collected, and children's intentionality beliefs and beliefs about aggression were assessed with an instrument designed for this research. Data support the characterization of a supervised program of activities as a protective factor in the face of high rates of community crime. Afterschool program participants were perceived by teachers and parents to display fewer problem behaviors, and the differences between experimental and comparison groups increased over the 6-month study. (Contains 29 references.) (SLD)

ED 430 067 UD 032 910

Huggins, Regina
Longitudinal Study of the Reading Recovery Program, 1994-1998.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Early Intervention; *Grade 1; Longitudinal Studies; Primary Education; Program Effectiveness; Program Evaluation; Reading Achievement; Reading Tests; Standardized Tests; Tables (Data); Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; *Reading Recovery Projects

Reading Recovery is an early intervention program for first grade

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Disability Identification; Preschool Education; *Referral; *Special Education; State Aid
IDENTIFIERS- New York; *Special Needs Children; *Support Services

In an effort to assist early childhood professionals to better understand special education practices and procedures in New York State that might affect classroom environment, this paper presents an account of one teacher's search for help with a special needs preschooler. Following a year in which only one-on-one instruction with the boy yielded any success, the teacher learned that the initial process of recommending an evaluation for disability is often very rocky. A child's age determines the support agency and each agency has slightly different evaluation procedures. Once the evaluation is completed, it may take a minimum of 6 months to receive services. Early childhood teachers can ease the process by self education, trusting their instincts, getting to know their students, keeping anecdotal records, and developing a teacher/parent dialogue. There is a definite increase in the number of pre-school children requiring special assistance, and early childhood professionals should maintain a basic understanding of the special education system in order to help children and their families through the process. (LBT)

Readiness; Teacher Attitudes; *Teacher Role

This study examined home and classroom support for early mathematical development. Teachers and parents of preschool children completed questionnaires evaluating young children's readiness for school mathematics. Teachers were selected from licensed preschool programs and Head Start programs. Findings indicated that a minority of teachers and parents did not believe that young children possessed types of mathematical knowledge which research has shown to be in their developmental range; that parents attributed more mathematical knowledge to pre-kindergarten children than their teachers did; and that a minority of teachers believed that children possessed math knowledge outside their developmental range. The surveys also revealed the extent of math activities provided to children in the home and at school, teacher's knowledge of curriculum, and the need for a comprehensive preschool math curriculum. Based on the findings, a pre-kindergarten math curriculum was developed, organized into topical units, each with a set of informal math activities accompanied by concrete materials, and including home and school components. Instructional approaches and professional development activities were included in the curriculum.(JPB)

the questionnaire for 280 children perceived to be exhibiting behavior problems. The findings showed that nursery teachers define behavior problems in terms of both children's holistic development and the aims and goals of the educational setting. With regard to management techniques, nursery teachers tend to use a wide range of techniques of different theoretical orientation across all behavior problems, but they also deliver punishment. The disturbing effect of behavior problems and the ease of use of management techniques were revealed as the two primary factors that primarily guide teachers' decisions for the use of management techniques. The contribution of the effectiveness of management approaches in such decisions was not clearly supported in this study. The findings indicated that although nursery teachers define behavior problems in light of both children's holistic development and the aims and goals of education, when it comes to management techniques, classroom processes and pragmatics seem to be more influential factors for their use. The implication of these findings with regard to teachers' initial and in-service training are discussed. (Contains 101 references.) (Author/AMC)

ED 429 710 PS 027 534

Bradley, K. Sue; Bradley, Jack
Developing Reading and Writing through Music.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual TCTE Conference (34th, Fort Worth, TX, February 4-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Early Childhood Education; Learning Activities; *Music Activities; *Music Education; *Reading Instruction; *Writing Instruction; Young Children

This document outlines a presentation on the use of music activities to develop reading and composition skills in young children. The outline describes how music contributes to language arts development and presents several classroom activities. Activities to develop reading through music involve creating new verses to songs, cumulative story building, matching rhyming words, illustrating a song, using sound substitutions, and tongue twisters. Activities for composition focus on the importance of tone to illustrate the author's attitudes toward the subject and the audience. Contains 18 references. (KB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Kindergarten; *Kindergarten Children; *Play; Primary Education; *Sex Differences; Social Adjustment

This study examined gender differences in the correlates of different types of nonsocial play behaviors. Seventy-seven kindergarten children (38 males, 39 females) were observed during free play. Behaviors were categorized according to three subtypes of nonsocial play: reticent, solitary-passive, and solitary-active. Additional measures included an interview, assessment of academic achievement, parental ratings of child temperament, teachers' ratings of children's behavior problems, social competence, and academic skills. Findings from regression analyses indicated that a lack of social play for males, but not for females, was associated with indices of maladjustment. In particular, solitary-passive play was associated with positive outcomes for females, but not for males. In contrast, reticent play was a predictor of maladjustment for both genders. Findings indicate potentially different meanings in the various forms of nonsocial play behaviors for young boys and girls. Contains 17 references. (Author/HTH) challenges of assistive technology service delivery as mandated by the Individuals with Disabilities Education Act (IDEA). The program is a collaborative effort between the Oklahoma State Department of Education's Special Education Services Division and the Assistive Technology Center of the University of Oklahoma Health Sciences Center. The program serves as a resource in assisting all schools in the state, offering such services as information dissemination, systematic staff training, technical assistance, access to resources, and development of a statewide network of assistive technology resource teams. Project IMPACT AT Preschool (Improving Mobility, Positioning, and Communication through Assistive Technology) gives Oklahoma preschool teachers and therapists training in the use of assistive technology and an opportunity to assess the functioning of their preschool students with various assistive technology devices. The project offers a lending library of assistive devices and training resources, as well as training for preschool teams in the assessment and programming of preschool students with developmental delays. A project evaluation at six preschool sites outlined project benefits to students and teachers and barriers to classroom use of assistive technology. A program evaluation form for Project IMPACT AT Preschool is included. Contains 10 references. (CDS)

Teacher Education
IDENTIFIERS- *Hyperlearning

A hyperbook is a form of distance education that promotes computer-mediated learning and collaborative/constructive learning in the development of multigenerational learning communities. A hyperbook is composed of hypertext that resides on the Internet. Hypertext is text with embedded links that allow the reader to move around in the text or to other locations on the Internet. Hypertext is multilevel and nonlinear; it supports intuitive association and parallels the way a person learns by exploration and association in a dynamic, interactive, and nonsequential process. Hyperbooks can be accessed 7 days a week, 24 hours a day, thus allowing higher education to expand from serving students at a traditional campus to serving nontraditional students anywhere. This paper discusses a hyperbook designed to help teachers at the college level develop courses that are provided on or supported by the Internet. Among its goals are: using the computer to provide a many-to-many form of instruction rather than one-to-many instruction; creating a virtual infrastructure where participants in multiple cohorts can learn; and creating a multigenerational superdocument that will grow over time. The paper discusses the modular approach to instructional design, multigenerational posting by successive participants, the general philosophy of the hyperbook, peer collaboration, scaffolding student development, student evaluation by self and peers, navigating the hyperbook, and tips on hyperbook development. Numerous web sites are cited for examples and resources. (TD)

The University of Utah offers four graduate courses to prepare teachers to work more effectively with American Indian students. This paper describes the development of a documentary-style, video-mediated distance learning course that, with solicited input from American Indian advisors, synthesized content from the four on-campus courses. The course was conceptualized as a graduate level course to be offered in both preservice and inservice contexts. The "professor plus" model was selected, utilizing stand-alone video modules with printed support materials and an on-site facilitator. Project developers were adamant that the course use a documentary format in which American Indians and other professionals would share their experiences in their own words. Steps in course design included: (1) outlining overall goals, factors influencing course development, and potential problems to provide a common understanding for the project team; (2) identifying knowledge, skills, and attitudes needed by learners to fulfill course goals; (3) arranging course content to meet the scaffolding needs of instruction; and (4) setting realistic expectations about media production costs and time. Elements in video production included the shooting schedule and related problems, conducting interviews in a respectful and culturally appropriate manner, and selecting background footage to support interview content. Postproduction elements included editing and final "finishing" to produce 15 one-hour video modules and development of facilitator and student guides. Contains 18 references. (SV)

areas of Western Australia were surveyed. The director of the hostel where they lived and a school psychologist were interviewed concerning policies that aid student transition. Results indicate that the ease of making the transition from home to the boarding situation was heavily reliant upon expectations, which were derived from family ideology and the child's background. Personal attributes such as self-confidence and self-esteem, the ability to make friends, interest in sports, and previous experience with change contributed to ease of adjustment. How a child coped often had a lot to do with how well their parents were prepared for this eventuality. Factors that facilitated the transition were a high quality of care provided by the hostel, close staff and student relationships, opportunities to meet others and communicate effectively, an environment where facilities and opportunities stimulated and benefited the individual, the presence of siblings at the hostel, and programs and policies that considered each child's unique way of dealing with the move away from home and offered support. (TD)

DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Knowledge Base for Teaching; *Professional Development; Program Evaluation; Science Curriculum; *Science Instruction; *Space Sciences
IDENTIFIERS- Alabama

This evaluation of mini-conferences conducted for Alabama teachers who completed training in the 1996 Summer Space Orientation for Professional Educators (SOPE) examines the effectiveness of follow-up sessions for teachers (N=69) and provides baseline data on teachers' knowledge of and attitudes toward teaching science. Conclusions about the 1996 summer SOPE program, reached through collaboration between the evaluation team and project personnel, provided the impetus for initiation of the follow-up mini-conferences for Alabama teachers in the Huntsville, Birmingham, and Montgomery areas of the state. (Contains 18 tables.) (DDR)

ED 429 816 SE 062 377

Crawford, Teresa; Kelly, Gregory J.; Brown, Candice
Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Elementary School Science; Grade 3; Inquiry; Marine Education; Primary Education; *Science Instruction; *Scientific Principles; Teaching Methods

This study brings an anthropological perspective informed by sociolinguistic discourse analysis to examine how teachers, students, and scientists constructed ways of investigating and knowing science. The teaching and learning processes for a group of third grade students and how, in the following academic year, these same students drew upon their prior experience to investigate animal behavior in a marine sciences observation tank is described. An ethnographic logic-of-inquiry was used to examine the ways in which cultural practices of science were interactionally constructed by the class members. Research findings include identification of specific instructional strategies used to model scientific inquiry; ways in which the student drew upon, appropriated, and reconstructed scientific practices; and opportunities afforded students when investigating inquiries into unknown science. The implications of this study for the teaching of science in elementary classrooms are discussed. (Contains 60 references and 6 figures.) (Author/NB)

Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Foreign Countries; Higher Education; *Learning Processes; *Misconceptions; *Preservice Teachers; Retention (Psychology); Science Education; *Scientific Concepts; Secondary Education; *Teacher Education
IDENTIFIERS- Conceptual Change Theory of Knowledge; United Kingdom

For the past eight years postgraduate science teachers in training (approximately 50 each year) have been given Assessment of Performance Unit (APU) questions under strict test conditions as part of an initial learning experience in an education course. The APU questions were originally devised to explore the range of understanding of 15-year-old pupils in the United Kingdom of some key concepts in biology, chemistry, and physics. The key concepts probed included air pressure, oxidation, conservation of mass, photosynthesis, and reactivity series. Comparison of responses shows that beginning science teachers with a degree in biology, chemistry, or physics give more correct responses than 15-year-olds, as expected, but there remains a level of incorrect responses among the science graduates. The response patterns of the postgraduates remain similar from year to year. This study provides support for the view that alternative conceptions of scientific phenomena remain even in those who have experienced a high level of education in science. Implications for the training of preservice teachers are considered. Contains 23 references. (Author/WRM) status of education in Germany is similar to that of the United States. The central government has no responsibility for elementary and secondary education. By tradition and law, German public schools are state schools. They are created, financed, organized, and supervised by the "Kultusministerien" (ministries of education) of the 16 states. The monograph includes three case studies that portray life in German schools. The case studies are based on personal observations, discussions with teachers, and documents available in the schools. The volume contains the following six chapters and subchapters: (1)"The Cultural Setting" (political development; geographic factors; economic conditions; social traditions); (2) "Bases of German Education" (churches, guilds, and cities; new humanism and "Bildung"; reform pedagogy in the 20th century); (3) "Modern School Organization" (primary education; elementary education; secondary education; school reform in the Former East Germany; establishing the "Gesamtschule"; vocational school, or "Berufsschule"; conclusion); (4) "Teaching and Learning in German Schools" (curriculum; instruction and evaluation; at the elementary level; at the secondary level; teacher training; school finance; school reform); (5) "Three Case Studies" (Ludgeri Grundschule; Max Planck Gymnasium; Hasperg Gesamtschule); and (6) "The Future: Problems and Promise" (current issues; promise). Contains 14 references. (BT)

attractive to the "intellectuals and prosperous upper classes," the first known "catechetical" school of Christianity was founded in Alexandria. The curriculum expanded from "exclusively religious and doctrinal courses" to general subjects, one being "ethics." Moral education was a part of religious instruction in medieval higher education. The character education movement between 1880 and 1930 attempted to make schools more efficient transmitters of "appropriate moral values." In the 1960s, values clarification invited students to define their own moral values, "free of adult imposition," through a process of Socratic dialogue and creative resolution of ethical dilemmas. Now the hope is that society will bring the issue of morality back to the educators and the educators will give serious attention to moral instruction. Contains 17 references. (BT)

History, Geography, Economics, and Civics and Government"; (5) "Commonly Taught Subtopics Related to Core Knowledge in United States and World History, Geography, Economics, and Civics and Government"; (6) "Pre K-12 Scope and Sequence of History and Social Science Instruction"; (7) "History and Social Science in Pre K and Elementary Grades"; (8) "Study Strands and Learning Standards: History, Geography, Economics, and Civics and Government Overview"; (9) "Learning Standards and Examples, Pre K-12 [illegible] and (10) "Using the History and Social Science Curriculum Framework in Schools." Appendixes list American political documents recommended for study; recommended reading; and Massachusetts museums, historic sites, and state parks. (BT) and People"; (2) "From Past to Present"; (3) "Religion"; (4) "Life and Culture"; and (5) "Burma after Independence." The book contains answer keys to chapter exercises and a 26-item bibliography. (BT)

ED 429 921 SO 030 784

Schelander, Bjorn
Singapore: A History of the Lion City.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 104p.; "With illustrations by Ann Hsu."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Singapore

An overview of Singapore's history and culture is discussed in this learning guide. A study of the history of Singapore, including Temasek to Singapore, the Raffles Years, and the Straits Settlements, is given. Information about the transition of Singapore as a British Colony to the modern independent state of today, and the effects of World War II also is presented. Each chapter provides an overview, learning objectives, a timeline of important events, multiple choice questions, fill in the blanks, true or false statements, geography exercises, creative writing problems, questions for class discussion, and suggestions for further research. Chapters include: (1) "Early History of Singapore"; (2) "The Colonial Era"; and (3) "Independence." The book contains answer keys to chapter exercises and a 21-item bibliography. (BT) efforts, it looks at the background and context of Auburn University's PDS efforts, discusses the creation of quality indicators, and examines the design of the evaluation system. The article explains how to use evaluation for future growth and concludes with a set of assumptions to consider when designing a PDS evaluation system. (Contains 27 references.) (SM)

ED 429 942   SP 038 433

Stoloff, David L.; Mach, Nada
Cybercasting SCDEs: A 1999 Review.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Technology; *Schools of Education; *World Wide Web
IDENTIFIERS- *Cyberspace

This paper discusses the use of the World Wide Web (WWW) by schools, colleges, and departments of education (SCDEs), focusing on such topics as the applications of online courses, program evaluation for distance learning, and future integration of educational technology in teacher education curriculum. The paper also discusses the development of a webpage that will catalog the innovative uses of the WWW by members of the American Association of Colleges for Teacher Education. Information is placed in the context of social issues generated by the use of information technologies. The paper explains that most schools of education currently use the WWW in a variety of ways. The paper provides a 1999 review of cybercasting SCDEs, a listing of exemplary features on SCDE webpages for 1999, and a listing of additional online review sites. It makes four conclusions about the various SCDE websites and suggests that in designing a website for an SCDE, clarity of navigation is essential. (SM) and how it relates to overall self-esteem and self-confidence. The fourth section focuses on body image distortion, explaining that a distorted body image means that the individual perceives him or herself to weigh more or be larger than actual measurements. The fifth section presents practical implications, in the form of questions and answers, related to losing weight, self-esteem, dieting, fat consumption, reasons to measure weight or percent fat, and improving body image. (Contains 29 references.) (SM)

ED 429 962 SP 038 464

MacDonald, Judith B.
When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Females; Higher Education; *Mothers; Parent Attitudes; *Preservice Teacher Education; Student Characteristics; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Dual Role

This study identified how mothering knowledge influenced students' development in becoming teachers and explored how becoming a student and prospective teacher affected students' perspectives as parents. Participants were preservice teachers who were also mothers. All participants were undergraduate and graduate students in a New Jersey teacher education program. Each student completed an interview (or a questionnaire for those unable to be interviewed) based on questions developed following discussions with mother/students about issues that they faced. The interview addressed such areas as demographics, reasons for becoming a teacher, difficulties in mothering, mothering characteristics that influence teaching, the influence of preservice teacher education on mothering, and advantages or disadvantages of being an older student. Results indicated that for most women, being a mother was the catalyst for becoming a teacher. Students believed that they would be flexible, patient, empathetic, and sensitive to children because of their mothering experience, and that they would be more realistic in terms of giving assignments knowing how long they can take. They believed they would have a more realistic understanding of the social and familial pressures pupils face. Overall, participants were enthusiastic about being in school at this time in their lives, with the advantages outweighing the disadvantages. (Contains 21 references.) (SM)

University of Tennessee, 1844-1995. History of Schools and Schooling, Volume 6.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; College Faculty; Educational History; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Schools of Education
IDENTIFIERS- *University of Tennessee

This book presents a case study of southern teacher education, focusing on the College of Education at the University of Tennessee. The book critically examines a number of topics related to teacher education and schooling at the university, including: attitudes toward and treatment of teacher education; educationists' efforts to earn acceptance by the arts and science professors and university administrators; scholarship or lack thereof by faculty and students; service to the field; educationists' continuing social reform missions; and gender and racial issues. There are eight chapters: (1) The Nineteenth Century Phoenix of Teacher Education; (2) The Teachers' Department; (3) The Department of Education and the Summer School of the South; (4) The Educational Campaigns: Professors of Secondary Education; (5) The College of Education: An Uneasy Resident of the University, the 1920s and 1930s; (6) Outreach: The State is Our Campus; (7) War and Postwar; and (8) From a Southern to a National College. (SM)

attendance and dropout rates, achievement test scores, American College Testing assessment scores, and feedback from the Board of Regents on students entering state colleges and universities. These scores are a snapshot in time and should be used with other indicators of progress. In 1997-98, South Dakota enrolled 132,780 students in its 767 schools. Of the total, 11.98% were from minority groups, and 30.17% were eligible for free lunch. South Dakota's high schools graduated 9,135 students in 1997-98. Information for the following indicators is given for each of the state's school districts: (1) attendance rate; (2) dropout rate; (3) grade 4 Stanford 9 achievement test scores; (4) grade 8 Stanford 9 scores; (5) grade 11 Stanford Achievement Test Series results; (6) Stanford Writing Assessment Program results; (7) American College Test composite scores; and (8) Board of Regents feedback report. A data tables/technical notes section is included. (Contains 190 tables.) (SLD)

ED 430 004 TM 029 717

Plake, Barbara S.; Impara, James C.; Irwin, Patrick
Validation of Angoff-based Predictions of Item Performance.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; *Estimation (Mathematics); *Judges; Performance Factors; Reliability; Standards; *Test Items; *Validity
IDENTIFIERS- Accuracy; *Angoff Methods; *Standard Setting

Judgmental standard setting methods, such as the Angoff method (W. Angoff, 1971), use item performance estimates as the basis for determining the minimum passing score (MPS). Therefore the accuracy of these item performance estimates is crucial to the validity of the resulting MPS. Recent researchers (L. Shepard, 1994; J. Impara, 1997) have called into question the ability of the judges to make accurate item performance estimates for target subgroups of candidates, such as minimally competent candidates. The purpose of this study was to examine both the reliability and accuracy of item performance estimates from an Angoff standard setting application using as a model the framework suggested by M. Kane (1994). Results from the standard setting example involving 29 judges for an international certification program in financial management provide evidence that item performance estimates were both valid and reliable. Factors that might have influenced this high degree of reliability and validity in the item performance estimates in a standard setting study are discussed. (Contains five tables and nine references.) (Author/SLD) biology. An appendix describes the GenScope problem about the genetics of the dragons' horns. (Contains three references.) (SLD)

ED 430 026 TM 029 739

Chen, Hsueh-Chu; Wang, Wen-Chung
Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *College Students; Curriculum; Foreign Countries; Higher Education; *Item Response Theory; Secondary Education; *Secondary School Teachers; Teacher Education; *Teaching (Occupation)
IDENTIFIERS- *Rasch Model; *Taiwan

Fifty core tasks that are generally performed by and important for secondary school beginning teachers are identified. Participants (n=297) were asked to judge the importance of each task. College students (n=476) were asked how confident they would be in doing these tasks as if they were beginning teachers. Rasch technique was used to scale the importance and confidence of the tasks. Most of the teachers considered these tasks important, especially those pertaining to "guidance and counseling." Most of the college students considered themselves very confident in doing these tasks, especially those related to "planning and preparing for instruction." They felt less confident about the tasks pertinent to "classroom management." Nine tasks were identified as important but relatively difficult to accomplish. The curriculum for teacher education should make efforts to cultivate the corresponding skills and knowledge for these nine tasks. The applications of this study to college students, institutions offering teacher education programs, and secondary schools are addressed. (Contains 2 tables, 6 figures, and 17 references.) (Author/SLD)

PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Monte Carlo Methods; Research Methodology; Selection; Simulation
IDENTIFIERS- *Alpha Coefficient; *Multiple Comparisons; Type I Errors

Four of the most commonly used multiple comparison procedures were compared for pairwise comparisons and relative to control of per-experiment and experimentwise Type I errors when conducted as protected or unprotected tests. The methods are: (1) Dunn-Bonferroni; (2) Dunn-Sidak; (3) Holm's sequentially rejective; and (4) Tukey's honestly significant difference procedure (HSD). Monte Carlo methods were used to generate replications, and means and standard deviations of observed Type I error-rates and percentages of observed Type I errors within the 0.95 confidence intervals were determined for per-experiment and experimentwise conditions. Effects of numbers of groups and group sizes on these Type I error rates were examined. Of primary concern was the accuracy of these procedures compared with the nominal alpha. Results indicate that none of these tests should be conducted as protected tests, but only as unprotected tests, particularly when alpha is 0.05 or less. If the Type I error control philosophy is experimentwise, Tukey's HSD, as an unprotected test, is clearly the most accurate procedure across all three alpha levels. If the Type-I error control philosophy is per-experiment, the Dunn-Bonferroni, as an unprotected test, is clearly the most accurate procedure across all three alpha levels. (Contains 5 tables and 18 references.) (SLD)

designed to reduce reading failure. It is based on the assumption that intensive, high-quality help during the early years of schooling is the most productive investment of resources. Individually tailored intervention procedures are implemented for children identified by classroom teachers as achieving below-grade level. A longitudinal study was designed to assess the success of this program in the Detroit Public Schools (Michigan) over the 5 years from 1993-94 to 1997-98. A total of 135 students were studied, 75 in the experimental group participating in Reading Recovery and 60 in a comparison group who were approximately at the same reading achievement level at the start of the study. Data from the California Achievement Test, the Metropolitan Achievement Test, and the Michigan Education Assessment Program were used to measure student achievement. The Reading Recovery group showed improvement throughout the study--an improvement sustained over the 5 years. However, the Reading Recovery group consistently scored below the achievement levels of the comparison group. It is recommended that the program, if continued, be monitored closely for documentation of academic achievement and effectiveness. An appendix contains information about assessment tasks administered in Reading Recovery. (Contains 20 tables.) (SLD)

ED 430 068 UD 032 911

Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Change; *Educational Policy; Educational Practices; *Educational Resources; Elementary Secondary Education; *Learning; Program Development; Program Implementation
IDENTIFIERS- *Reform Efforts

This "sampler" package has been developed to provide immediate information on resources related to educational policy related to addressing barriers to learning. The first section lists 69 resources for information about educational improvement and learning, including ERIC. The second section lists 14 print resources for facts relevant to showing policy need. Section 3 lists guides and model programs, including some state initiatives relevant to addressing barriers to learning. Section 4 lists agencies and resource centers that focus on policy concerns or offer resources for the study and formulation of policy. Section 5 lists Web sites related to educational policy, and the sixth section describes the three major resources from the Center: documents from the Clearinghouse, the consultation cadre, and center staff. An attachment lists some documents from the Clearinghouse of the Center for Mental Health in Schools. An appendix contains four documents prepared by the Clearinghouse: (1) "Some Points about Influencing Policy"; (2) "Fundamental Concerns about Policy for Addressing Barriers to Student Learning; (3) "Addressing Barriers to Learning/Strengthening Schools, Families, and Neighborhoods: Framework Outlining Areas of Interest"; and (4) "Worksheet: Examples of Initiatives that Need To Be Mapped and Analyzed." (SLD)

Abell, Arianne

Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
4p. 1mf. L1 ED 429 633

Interdisciplinary Studies in the Community Colleges.
19p. 1mf. L1 ED 429 624

Abery, Brian

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Abouzeid, Mary P.

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Abrahamsson, Kenneth

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Abramson, Shareen

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

Ackley, Blaine C.

The Efficacy of Teacher Education in an Alternative Program.
30p. 1mf. L1 ED 429 972

The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.
21p. 1mf. L1 ED 429 967

Adams, Cheryll M.

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Adamson, Gary

Convenient Distance Education Training in Technology.
5p. 1mf. L1 ED 429 777

Adkin, Sally

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Adonri, Osa E.

Effect of Computer Assisted Instruction on Students' Achievement

Bundy, Lawrence S.

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Burge, Elizabeth J.

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Burger, Carol J.

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Burnaford, Gail

Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
20p. 1mf. L1 ED 429 959

Burney, Deanna

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

Burns, Barbara J., Ed.

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Burns, Leonard T.

An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
31p. 1mf. L1 ED 429 366

Burthwick, Pauline

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Butcher, Kirstin

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Byrd, Laura M.

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Dolmans, Diana H. J. M.

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Donaldson, Gordon A., Jr.

Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
16p. 1mf. L1 ED 429 370

Donley, Jan

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Donoghue, John R.

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

Dooley, Betty L.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Dore, Ronald

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Dorman, Rebekah L.

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Doty, Antonette

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Doud, Robert E.

The Writerly Teacher.
7p. 1mf. L1 ED 429 316

Dougherty, Barbara

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Downing, Jan E.

Greiner, Elizabeth

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Griffen, Ann B.

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Griffin, John

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Grimstad, Jane

Actual Schools, Possible Practices. New Directions in Professional Development.
45p. 1mf. L1 ED 429 980

Grubb, W. Norton

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

Gruner, Allison

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Guan, Fenghua

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Guan, Yi

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Guenther, Alex

What Educators and Parents Need To Know about...ADHD, Jaffe, Maureen

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Jager, Brenda K.

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
7p. 1mf. L1 ED 429 786

Jago, Carol

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Jarvis, Peter

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

Jeffries, Rhonda Baynes

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
28p. 1mf. L1 ED 430 041

Jenkins, Peter

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Jervis, Charles K.

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Jewett, Frank

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Johnson, Doris G.

Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.
13p. 1mf. L1 ED 429 808

Johnson, Gabe

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Johnson, Jake A.

Lewis, Joan D.

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

Lewis, Sharon

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Lim, Eun-Young

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Lin, Huey-Ling

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Lincoln, Rosa

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Lindley, Judy

What Is Ag-Ed?
7p. 1mf. L1 ED 429 799

Lindsay, Jeanne Warren

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

Lindy, Ingrid

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

Lita, Zana

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Little, T. D. C.

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

Liu, Liang Y.

Morgan, Robert L.

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Mori, Yoshiko

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Morris, Audrey Bruchetto, Ed.

Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).
28p. 1mf. L2 ED 429 425

Morris, Cathy

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

Evaluation of SLS Intervention Courses. Information Capsule.
11p. 1mf. L1 ED 429 645

Morrison, Brian M.

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

Morrison, Donna Ruane

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Mortenson, Robert

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

Mortenson, Thomas G., Ed.

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Morton, Sherry

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Moser, Sue

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Mott, Michael S.

Prestopnik, Paul

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Prinsen, Bert

Community Based Support Programs and Primary Prevention.
8p. 1mf. L1 ED 429 697

Proscio, Tony

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
36p. 1mf. L1 ED 429 190

Pryde, Paul, Jr.

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Puma, Michael J.

The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.
48p. 1mf. L1 ED 429 355

Pumpian, Ian

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Putnam, Jon

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Quinn, Kathleen

Opening Borders.
29p. 1mf. L1 ED 429 468

Racicot, Lina

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
32p. 1mf. L1 ED 429 376

Radhakrishnan, Senthil

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

Rahman, Taslima

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Rahn, Mikala L.

Siddens, Paul J., III (Continued)

Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.
22p. 1mf. L1 ED 429 324

Sidey, Mark

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Sillman, Kathleen

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

Silver, Rawley

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

Silvern, Steven B.

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Simmons, Deborah C.

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Simmons, Jo Ann

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Simsek, Hasan

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Singer, Dorothy G.

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Singer, Jerome L.

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Volkwein, James Fredericks

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

Vontress, Clemmont E.

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

Vontz, Thomas S.

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

Wadham, Tim

Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
314p. 0mf. L3 ED 429 613

Wagner, Judith O.

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Wakefield, William D.

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
39p. 1mf. L1 ED 430 065

Wakeley, Ann

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Walker, Gwendolyn Holliman

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. 1mf. L1 ED 429 986

Wallace, Barbara

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Wallace, Susan

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Wallisch, Lynn S.

in Global Studies.
14p. 1mf. L1 ED 429 912

Aeby, Victor G.

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
34p. 1mf. L1 ED 429 365

Ahanger, G.

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

Ahearn, Eileen M.

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Ahmed, Christine

Workshop on Body Image: Creating or Reinventing a Positive Body Image.
17p. 1mf. L1 ED 429 961

Ahsan, Nilofer, Ed.

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

Albus, Kathleen

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Allen, Katherine

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Allen, Lew

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

Allen, Rodney F.

Springboards into Holocaust Study: Five Activities for Secondary Social Studies Students.
21p. 1mf. L1 ED 429 893

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Teaching Secondary School Geography with a Focus upon National Images.
21p. 1mf. L2 ED 429 894

Allen, Stacy

Byrnes, Deborah A.

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

Cabello, Beverly

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

Calkins, Lucy

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Callahan, Carolyn M.

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Calvery, Robert

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

Camarena, Margaret M.

Developing Stakeholder Engagement To Support School Reform.
52p. 1mf. L2 ED 429 993

Campbell, Lori Collette

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Cantou-Clarke, Cynthia D.

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Cantrell, Diane

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Cao, Zhen

Teacher Education in the People's Republic of China.

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

Drake, James

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Driscoll, Anne K.

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Ducharme, Jean-Charles

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

Duff, Michael C.

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Dussome, Webb

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

Dutro, Elizabeth

Standards for Primary-Grade Reading: An Analysis of State Frameworks.
32p. 1mf. L1 ED 429 271

Eagan, Julianne

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. 1mf. L1 ED 429 926

Eales, R. T. Jim

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Easterling, Jeffrey

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Ediger, Marlow

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Guindon, Rene

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Gunnoe, Brenda

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

Guo, Chorng-Jee

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Gupton, Sandra Lee

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
37p. 1mf. L1 ED 430 045

Guskey, Thomas R.

New Perspectives on Evaluating Professional Development.
25p. 1mf. L1 ED 430 024

Gussie, William F.

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Haas, Mary E.

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Haenn, Joseph F.

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

Hagen, John, Ed.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Hale, Judy A.

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

Johnson, Margie, Comp.

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Johnson, Ruth N.

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Johnson, Suzanne Clark

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Johnson-Moore, Brenda

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

Johnston, Holly R.

Class Size.
79p. 1mf. L1 ED 429 349

Johnston, Rennie

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

Jolly, Sylvia

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Jones, Lyle V.

The Assessment of Student Achievement: The Hundred Years War.
16p. 1mf. L1 ED 430 009

Jordan, Barbara

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Joy, Ernest H.

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Livingston, Beverly

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Livingston, Martha

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

Lobodzinski, Suave, Ed.

WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).
1081p. 12mf. L1 ED 429 526

Locum, Jennifer

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Lofters, Paula

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. 1mf. L1 ED 429 831

Long, Scott

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Loo, Shyon

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

Lovett, David L.

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Lowenhaupt, Mary A.

Making Student Teaching Work: Creating a Partnership. Fastback 447.
48p. 1mf. L2 ED 429 939

Lowry, Patricia K.

A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.
23p. 1mf. L1 ED 430 006

The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
23p. 1mf. L1 ED 430 007

Mottram, Lisa

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Moursund, David

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Mulholland, Lori A.

Arizona Charter School Progress Evaluation.
88p. 1mf. L1 ED 429 339

Mullen, Carol A.

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Linking Research and Teaching in Qualitative Courses.
30p. 1mf. L1 ED 429 495

Mulvey, Patrick J.

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

Munby, Hugh

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
13p. 1mf. L1 ED 430 023

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

Munchmore, James A.

Toward an Understanding Life History Research.
31p. 1mf. L1 ED 429 956

Murdoch, Colin, Ed.

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Ramey, Linda K.

Applying "Best Practices" to Preparation of Future Educators
Using Exemplary Field Experiences.
22p. 1mf. L1 ED 429 948

Raphael, Doris

How To Start a Family Day Care = Como Iniciar una Guarderia en
El Hogar. Videotape and Viewer's Guide .
0p. 0mf. L3 ED 429 659

Raphael, Taffy E.

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Rasell, Edith

Managing Work and Family. Nonstandard Work Arrangements among
Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements
in the U.S.
119p. 2mf. L1 ED 429 221

Ratcliffe, Mary

Science Subject Knowledge of Pre-Service Postgraduate Science
Teachers.
24p. 1mf. L1 ED 429 836

Ratliff, Gerald Lee

Reader's Theatre: A "Theatrical Impulse" in the Classroom
Performance of Literature.
10p. 1mf. L1 ED 429 294

Ray, David

First Year University in Retrospect: The Voices of Rural
Students.
12p. 1mf. L1 ED 429 791

Rayer, Liz

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Reder, Stephen

Responding to Diversity: Strategies and Initiatives To Support
Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Reed, Cynthia J.

Singh, Simrin

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor. 275p. 3mf. L1 ED 429 723

Siviter, Phil

Authoring Tools for Courseware on WWW: The W3Lessonware Project. 6p. 1mf. L1 ED 429 547

Slavkin, Michael Lawrence

Gender Role Differences in Students of Single-Parent and Intact Families. 9p. 1mf. L2 ED 429 702

Sleeter, Christine E.

Community Service Learning for Multicultural Teacher Education. 30p. 1mf. L1 ED 429 925

Slife, Brent

The Significance of Theoretical Training for Critical Thinking. 14p. 1mf. L1 ED 429 875

Sluss, Dorothy

Cross Cultural Images: The ETSU/NAU Special Photography Project. 6p. 1mf. L1 ED 429 758

Smartt-Gaither, JoAnn

Learning Community/Title III Project. 15p. 1mf. L1 ED 429 643

Smiley, Frederick M.

Multiple Disabilities: Is Rural Inclusion Possible? 6p. 1mf. L1 ED 429 785

Smith, Barbara

Opening Borders. 29p. 1mf. L1 ED 429 468

Smith, Carl B.

Phonics Plus, Book A (Levels K-1). 103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns. 130p. 2mf. L1 ED 429 276

Smith, Douglas C.

Tech Prep Taiwan-Style. Fastback 449. 50p. 1mf. L2 ED 429 175

Smith, Emerson

Breaking Ranks: A High School Restructuring Initiative.

Survey of Substance Use on the Texas-Mexico Border and Colonias, 1996.
150p. 2mf. L1 ED 429 257

Walsh, Gregory J.

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Walters, Donald L.

Big City Resource Inequalities: The Philadelphia Story.
27p. 1mf. L1 ED 430 055

Wang, Aimin

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Wang, Danhua

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Wang, Sea-Yu Patrick

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Wang, Tianyou

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Computerized Classification Testing under Practical Constraints with a Polytomous Model.
17p. 1mf. L1 ED 430 032

Wang, Wen-Chung

Decomposition of DIF Effects for Polytomous Items.
26p. 1mf. L1 ED 429 999

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Ward, Amy M.

Dialogic Assessment: Toward a "Conversational" Peer Response Method.
15p. 1mf. L1 ED 429 299

Warkentin, Robert

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Allison, Clinton B.

Teachers for the South: Pedagogy and Educationists in the University of Tennessee, 1844-1995. History of Schools and Schooling, Volume 6.
296p. 0mf. L3 ED 429 982

Almeida d'Eca, Teresa

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

Anderson, Catherine, Ed.

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Anderson, John O.

A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
24p. 1mf. L1 ED 429 820

Anderson-Patton, Vicky

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Andersson, Ronnie

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

Andrews, Sharon Vincz

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

Appelbaum, Eileen

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Arevalo, John

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Arwood, Ellyn L.

International Studies in Education.
88p. 1mf. L2 ED 429 852

Capocchi Ribeiro, Maria Alice

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

Carbone, Angela

Developing and Integrating a Web-Based Quiz into the Curriculum.
7p. 1mf. L1 ED 429 531

Carithers, Eve R.

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Caron, John

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Carpenter-Aeby, Tracy

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
34p. 1mf. L1 ED 429 365

Carro, Gladys

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Carroll, Rebecca M.

The Effects of Mentoring At-Risk Female College Students.
80p. 1mf. L1 ED 429 261

Cary, Kim

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Casey, Dennis

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Casiano, Gloria M.

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Casino, Eric S.

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Edwards, Patricia A.

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Efiom, Patricia

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Ehlers, Kristy

Teachers' Perceptions of Curriculum Modification for Students
Who Are Gifted.
11p. 1mf. L1 ED 429 750

Eickmeyer, Barbara

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

Einarson, Marne K.

Analytic Framework of Institutional Support for Student
Assessment.
52p. 1mf. L1 ED 429 517

Eiss, Nancy

Preservice Teacher Preparation in Meeting the Needs of Gifted
and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Elinich, Karen

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Ellermann, Horst

From Lecture Hall to Job Centre. Life as a Student in Germany.
17p. 1mf. L1 ED 429 508

Elliott, Barbara G.

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Elliott, Bob

Enhancing the Profile of Teachers as Curriculum Decision-Makers:
Some International Perspectives.
41p. 1mf. L1 ED 429 977

Elliott, Janet

The Effects of Word Study on Students' Application of Spelling
and Phonics in Their Independent Writing.

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
9p. 1mf. L1 ED 429 870

Hall, Meada G.

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Hall, Nora

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Halpin, Gerald

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Halpin, Glennelle

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Halpin, Myra

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Halpin, Regina

A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.
23p. 1mf. L1 ED 430 006

Halvorsen, Ann

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Hamada, Yuko

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

Hammond, Helen

Developing Prereferral Teams in Your Schools and Keeping Them There!
7p. 1mf. L1 ED 429 744

Hammond, Ron J.

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student

Joyce, William W., Ed.

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. 2mf. L1 ED 429 856

Joyner, Carlotta C.

Competitive Financing Mechanisms: Auctions Used by Federal Agencies.
28p. 1mf. L1 ED 429 500

Direct Student Loans: Overpayments during the Department of Education's Conversion to a New Payment System.
9p. 1mf. L1 ED 429 502

Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. 1mf. L1 ED 429 367

Kaderavek, Joan N.

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

Kahn, Alfred J.

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Kalleberg, Arne L.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Kame'enui, Edward J.

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Kamerman, Sheila B.

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Kanes, Clive, Ed.

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
9p. 1mf. L1 ED 429 870

Lubienski, Sarah Theule

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.
32p. 1mf. L1 ED 429 847

Lucas, Katharina Fachin

Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.
36p. 1mf. L1 ED 429 985

Luconi, Francesca

Searching the Web: Expert-Novice Differences in a Problem Solving Context.
23p. 1mf. L1 ED 429 619

Ludlow, Barbara L.

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Lugg, Catherine A.

No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
22p. 1mf. L1 ED 429 252

Luik, Krista

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Lythe, Cathy

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Maccoby, Eleanor E.

The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
376p. 0mf. L3 ED 429 677

MacDonald, Judith B.

When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.
21p. 1mf. L1 ED 429 962

MacFarland, Thomas W.

An Analysis of Final Grades for Selected Courses in the Center

Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

Murray, Douglas P.

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Murray, Karl

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Musser, Lynn M.

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

Mutchler, Sue

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Myers, James D.

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Myron-Wilson, Rowan

Parental Style: And How It May Influence a Child's Role in Bullying.
6p. 1mf. L1 ED 429 731

Nagata, Yoshiyuki, Ed.

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

Nagy, Kalman

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Naik, Manish

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Napper, Rosemary

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Narciss, Susanne

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

Reed, JoyLynn H.

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Reese, David L.

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Reese, KiKi

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Reeves, Carolyn

An Inquiry into Teacher Concerns in Taiwan.
34p. 1mf. L2 ED 429 945

Rehak, Daniel R.

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

Reisman, David, Ed.

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Reskin, Barbara F.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Reuter, Jeanette

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Rhee, Byung-Shik

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Rhodes, Jolene M.

A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
141p. 2mf. L1 ED 429 634

25p. 1mf. L1 ED 429 351

Smith, Helen

Opportunities for ICT in the Primary School.
250p. 0mf. L3 ED 429 596

Smykla, Evelyn Ortiz, Comp.

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Snodgrass, Donna

Teacher-Researchers: One Year Later.
21p. 1mf. L2 ED 429 938

Snow, Stephanie T.

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Sorensen, Chris

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

Sorensen, James E.

An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges.
194p. 2mf. L1 ED 429 649

Sorensen, Robert P.

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Sorenson, Barbara

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Soyibo, Kola

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. 1mf. L1 ED 429 831

Spalter-Roth, Roberta M.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Warren, Elizabeth, Ed.

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Washington, Lisa A.

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

Watanabe, Ryo, Ed.

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

Watt, Helen M. G.

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

Webster, David

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Webster, Gerald R., Ed.

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Webster, Sandra K.

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

Weiler, Jeanne

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

Weiner, Lois

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.
21p. 1mf. L1 ED 429 967

Ashmore, Rhea A.

Teacher Education in the People's Republic of China. International Studies in Education.
88p. 1mf. L2 ED 429 852

Aspland, Tania

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
41p. 1mf. L1 ED 429 977

Aspy, Cheryl Blalock

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

Asuncion, Jennison

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Austin, Jerry L.

An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
31p. 1mf. L1 ED 429 366

Bailey, James E.

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

Bainer, Deb

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Bajjaly, Stephen T.

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Baker, Mona

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Baker, Scott

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

Balaban, Gerald M.

Casserly, Michael

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Cassidy, Jude, Ed.

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Cassirer, Naomi

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Cates, Dennis L.

Multiple Disabilities: Is Rural Inclusion Possible?
6p. 1mf. L1 ED 429 785

Catlett, Camille

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Chandler, Rita

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Chang, Wen-Hua

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

Chen, Catherine

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

Chen, Hsueh-Chu

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Chen, Loris

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Chen, Michael

35p. 1mf. L1 ED 429 301

Elliott, Mark

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
36p. 1mf. L1 ED 429 190

Elmore, Richard F.

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

Englert, Carol Sue

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Epp, Lawrence R.

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

Esler, Jon

Geography, Culture, History, Politics of Latin America. Revised.
144p. 2mf. L2 ED 429 854

Eugenio, Marcia M.

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Fabrizio, Louis M.

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

Fan, Meichu

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Fan, Xitao

Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.
37p. 1mf. L1 ED 430 050

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
20p. 1mf. L1 ED 430 049

Farahzad, Farzaneh

Readiness Approach.
24p. 1mf. L1 ED 429 630

Hammrich, Penny L.

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Hampshire, Jane

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Hane, Amie Ashley

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

Hannay, Lynne

Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.
21p. 1mf. L1 ED 429 587

Hare, R. Dwight

Establishing Research-Based Knowledge in Teacher Education.
26p. 1mf. L1 ED 429 969

The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
23p. 1mf. L1 ED 430 007

Haring, Kathryn

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Haring, Kathryn A.

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Harms, Henry R.

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Harnar, Michael A.

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

Harrington, Charles

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Kaphingst, Kimberly, Comp.

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Kappos, Panagiotis

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

Karl, Luis

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Karweit, Nancy L.

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

Kauffman, David

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Kaufman, Martha

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Kay, Russell

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Kealy, William A.

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Keating, Kelly A.

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Keel, Eddie

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Mach, Nada

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

Macpherson, Ian

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
41p. 1mf. L1 ED 429 977

Madison, Marion

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Madjidi, Farzin

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Magnuson, Sandy, Ed.

Alabama Counseling Association Journal, 1998-1999.

Motivational Effects of the Informativeness of Feedback.
9p. 1mf. L1 ED 430 034

Nash, Kimberleigh A.

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Nathan, Richard P.

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Naumann, Darl

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Nazdravan, Mihai

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Nettles, Mary Frances

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

Nettles, Michael T.

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Nettles, Saundra M.

Program Development and Evaluation for Schools and Communities.
171p. 2mf. L1 ED 429 363

Nettles, Saundra Murray

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Neufeldt, Susan Allstetter

Supervision Strategies for the First Practicum. Second Edition.
240p. 3mf. L2 ED 429 248

Neugebauer, Bonnie, Ed.

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. 0mf. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.

Richardson, Greer M.

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Richardson, Virginia

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Riemer, Frances Julia

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Rietschel, Kimberly

The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
35p. 1mf. L1 ED 429 301

Risager, Karen, Ed.

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Roan, Damaris

A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?
13p. 1mf. L1 ED 429 673

Roberts, James S.

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

Robinson, Oscar

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Robinson, Ruth, Ed.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Rochowicz, John A.

Chi-Square Statistics, Tests of Hypothesis and Technology.
26p. 1mf. L1 ED 430 044

Roe, Jennifer

Spenciner, Loraine

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Stahl, Gerry

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Stallworth-Clark, Rosemarie

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Stanley, Anthony

The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
17p. 1mf. L1 ED 429 333

Starkey, Prentice

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Staszewski, Thomas F.

Participants' Perceptions of Employability Skills Learned in a Community College Job Readiness Program.
195p. 2mf. L1 ED 429 655

Stauffer, Marilyn H. Karrenbrock

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

Stearns, Roz Estes

A Comparison of Education in China and the United States.
15p. 1mf. L2 ED 429 924

Stecher, Brian

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

Stefanescu, Doina-Olga

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Stein, Mary Kay

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

Weingartner, Paul L.

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

Weisman, Douglas

How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .
0p. 0mf. L3 ED 429 659

Weiss, Tim

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Weist, Mark

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Welch, Mary A., Ed.

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Welling, Judith

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Wendel, Frederick C.

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Werner, Heinz

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Wertheimer, Richard F.

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Wetzel, Karen A., Ed.

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Whatley, April

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

The Efficacy of Teacher Education in an Alternative Program.
30p. 1mf. L1 ED 429 972

Baldwin, Anne

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Balfour, Linda F.

Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
288p. 3mf. L1 ED 429 510

Ballenger, Cynthia

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
117p. 0mf. L3 ED 429 453

Balogh, Laszlo

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Balschweid, Mark A.

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Banaszak, Ronald A.

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Baney, Mary Ellen

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Baratka, Talley V.

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Barber, Claire

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Barbieri, Kathy

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
20p. 1mf. L1 ED 430 049

Chen, Shing-Jen, Ed.

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Chen, Yih-fen

An Inquiry into Teacher Concerns in Taiwan.
34p. 1mf. L2 ED 429 945

Cheney, Christine

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

Cheng, Christine

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Cheng, Shiu-Shan

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Cherry, Scott

Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.
8p. 1mf. L1 ED 429 741

Chiang, Wu-Hsiung

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Chin, Chi-Chin

What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?
19p. 1mf. L1 ED 429 823

What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.
22p. 1mf. L1 ED 429 822

Chin, Peter

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Farmer, Lesley S. J.

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Feinberg, Sandra

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Feldstein, Stanley

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

Ferrara, Steven

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Fielding, Randall

The Death of the Classroom, Learning Cycles and Roger Schank.
5p. 1mf. L1 ED 429 434

Fields, Valerie S.

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

Fincher, Cameron

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

Fiore, Carole D.

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

Fiore, Carole, Comp.

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Fisher, Darrell L.

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

Harrington, Robert

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Harris, Ian M.

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Harris-Bowlsbey, Joann

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Harrison, Suzanne

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Harter, Susan

The Construction of the Self: A Developmental Perspective.
413p. 0mf. L3 ED 429 699

Hartmann, Heidi

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Harvey, Shelby

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Harwell, Sharon H.

Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
40p. 1mf. L1 ED 429 815

Hausman, K. Kirk

Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
9p. 1mf. L1 ED 429 778

Hausman, Ralph M.

Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
9p. 1mf. L1 ED 429 778

Keene, Thomas W., Jr.

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

Kelliher, Kate

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Kelliher, Thomas P.

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

Kelly, Gregory J.

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Kelly, Susie, Ed.

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Kempf, Stephanie

Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
242p. 3mf. L1 ED 429 884

Kendall, John S.

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

Kendrick, Jane M.

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Kerka, Sandra

Creativity in Adulthood. ERIC Digest No. 204.
4p. 1mf. L1 ED 429 186

Kester, Don

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Kiehl, Melanie

140p. 2mf. L1 ED 429 245

Mahling, Dirk E.

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

Malaney, Gary D.

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

Malkus, Amy J.

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

Mann, Dale

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Mara, Diane L.

Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
66p. 1mf. L1 ED 429 736

Marcon, Rebecca A.

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Margaritis, Kostantinos G.

On the Use of Librarians Selection Routines in Web Search.
8p. 1mf. L1 ED 429 549

Margerum-Leys, Jon

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Markwood, Richard A.

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

Marmen, Louise

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Marson, Alvin

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

191p. 0mf. L3 ED 429 662

Neugebauer, Roger, Ed.

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. 0mf. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

Newberry, George

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Newton, Juliette Denson

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. 1mf. L1 ED 429 986

Nicholson, Starr

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

Nieri, Alejandro H.

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Nieto, Faye

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Nisan, Yael

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Nixon, William A.

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

Noel, Melvina

Morality in Education.
19p. 1mf. L1 ED 429 878

Nolan, Joe

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
8p. 1mf. L1 ED 429 783

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Roger, Margarit

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

Rogers, Dale

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

Rogers, Linda K.

Geographic Literacy through Children's Literature.
161p. 0mf. L3 ED 429 863

Rogers, Patricia L.

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Romeo, Lynn

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Rooney, Colleen

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Roseland, Mark

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Rosenblum, Stacey

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Rosenkoetter, Marlene

International Distance Education: The Digital Communities Project.
12p. 1mf. L1 ED 429 504

Rosler, Dean

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Ross, John A.

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

Stephanik, Corinne E.

Making Student Teaching Work: Creating a Partnership. Fastback 447.
48p. 1mf. L2 ED 429 939

Sternberg, Robert J.

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

Stewart, Marilyn G.

Thinking through Aesthetics. Art Education in Practice Series.
128p. 0mf. L3 ED 429 887

Stewart, Ron

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Sticht, Thomas G.

Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
10p. 1mf. L1 ED 429 235

Stiggins, Richard J.

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Stockhouse, Judy

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Stoloff, David L.

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

Stotz, Nancy G.

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

Stovell, Karienne, Ed.

Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.
118p. 0mf. L3 ED 429 242

Wheeler, George

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Whitehead, LeRoy E.

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

Whitemarsh, Judith

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Wichmann, Cherami

Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

Wicker, Frank W.

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Wienke, Wilfred D.

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Wigle, Stan

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Wilcox, Daryl

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Wilcox, Jackie

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Wilcox, Sherman

American Sign Language as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 429 464

Willcutts, Keven

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Barker, Bruce O.

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Barnett, Lynn, Ed.

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

Barnette, J. Jackson

Choosing a Multiple Comparison Procedure Based on Alpha.
18p. 1mf. L1 ED 430 047

Barone, Richard

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

Barr, Rachel

The Role of Siblings in the Development of Imitation.
9p. 1mf. L1 ED 429 717

Barrett, Jaia, Ed.

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Barrett, Terry

Talking about Student Art. Art Education in Practice Series.
106p. 0mf. L3 ED 429 889

Barron, Pat

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Barry, Dana M.

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Bartolomeo, Nick

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Barton, Paul E.

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

13p. 1mf. L1 ED 430 023

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Chinn, Kathleen M.

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

Chiritescu, Dorina

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Chmielewski, Todd L.

Node-Link Mapping Promotes Top-Down Learning.
9p. 1mf. L1 ED 429 253

Christie, Mary Ann

"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.
24p. 1mf. L1 ED 430 025

Chula, Marleyne

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Churchill, Stacy

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

Clagett, Craig A.

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Clark, Cheryl, Ed.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Clark, Richard W.

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
294p. 0mf. L3 ED 429 935

Clark, W. Bruce

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

Fisher, Douglas

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Fisher, Kathleen

The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
14p. 1mf. L2 ED 429 970

Fitzsimmons, Mary K.

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Florio-Ruane, Susan

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Ford, Donna Y.

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

Forster, William, Ed.

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Foshay, John B.

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Fossum, Paul

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Fowler, Mary Claiborne

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Fox, James, Comp.

Haven, Terry, Ed.

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. 3mf. L1 ED 429 670

Havlinova, M., Ed.

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Hearne, Jill

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Heaton, Lisa A.

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

Heck, Gary J.

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Heffernon, Rick

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

Hefzallah, Ibrahim Michail

The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.
301p. 0mf. L3 ED 429 598

Hegerfeld, Melissa

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Heide, Tuula

Mapping Education for the New Millennium: A UI Perspective.
13p. 1mf. L1 ED 429 952

Heikkinen, Anja, Ed.

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
296p. 4mf. L1 ED 429 218

Hemminger, Marci

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Kim, Ahyoung

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Kim, Jeong-Ran

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

Kim, Seock-Ho

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
55p. 1mf. L1 ED 430 012

Kimball, Sarah

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Kimball, Sarah L.

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

King, Frederick B.

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

King, Kathleen P.

How Technology Education Transforms Teachers' Perspectives of Their Profession.
30p. 1mf. L2 ED 429 586

King, Mark A.

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Martin, Ann E.

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
79p. 1mf. L1 ED 429 325

Martin, Ian, Ed.

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Martin, Suzanne M.

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Marx, Ronald W.

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Marzano, Robert J.

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

Marzke, Carolyn

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Mashhadi, Azam

Instructional Design for the 21st Century: Towards a New Conceptual Framework.
11p. 1mf. L1 ED 429 583

Mason, Katrina

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

Mason, Robin

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Mauch, James

Rank and Degree in Czech Universities.
8p. 1mf. L1 ED 429 475

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Mauriello, Nick

Nolen, Martha T.

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Nordness, Kurt

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Norem, Ken, Ed.

Alabama Counseling Association Journal, 1998-1999.
140p. 2mf. L1 ED 429 245

Novek, Eleanor M.

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
22p. 1mf. L1 ED 429 582

Novick, Rebecca

Actual Schools, Possible Practices. New Directions in Professional Development.
45p. 1mf. L1 ED 429 980

Numano, Taro, Ed.

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

O'Brien, Mary M.

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

O'Connell, Raymond W.

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

O'Keefe, Michael

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

O'Phelan, Mary Hall

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

O'Reilly, Lesley, Comp.

Readers on the Prowl: Florida Library Youth Program Manual.

Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.
21p. 1mf. L1 ED 429 587

Ross, Margaret E.

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

Rossi, John

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Roth-McDuffie, Amy

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

Rounds, Laura, Ed.

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Rousso, Victoria

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Rozmahel, Kathleen

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

Rude, Harvey

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Systemic Thinking To Support Dine Education.
6p. 1mf. L1 ED 429 755

Ruff, Regina

Phonics Plus, Book A (Levels K-1).
103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Rusnak, Katie

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.

Strickland, Susan D., Ed.

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

Struck, Linda M.

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Sultana, Ronald G., Ed.

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
296p. 4mf. L1 ED 429 218

Sulzby, Elizabeth

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

Sumner, Tammy

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Sun, Anji

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

Sutter, Herman

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Sutter, Lynne

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Swanson, Gwenyth

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Swernofsky, Neal R.

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Tabatabai, Diana

Searching the Web: Expert-Novice Differences in a Problem Solving Context.

Williams, Adriane

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Williams, Jane M.

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Williams, Wayne W.

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

Williamson, Bill

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

Wilson, Peter

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Wimsatt, Leslie A.

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Windschitl, Mark

Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
17p. 1mf. L1 ED 429 580

Winter, Jan

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Winton, Pamela J.

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Wise, Arthur E.

A License To Teach. Raising Standards for Teaching.
225p. 0mf. L3 ED 429 937

Witta, E. Lea

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for

Bashford, Joanne

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Bass, Elizabeth

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Bates, Duane

Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Bates, Peggy

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Batioukova, Z.I., Ed

Innovation in Russian Schools. International Studies in Education.
79p. 1mf. L2 ED 429 851

Baumann, Stephen

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Baylen, Danilo M.

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

Beach, Richard, Ed.

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. 2mf. L1 ED 429 856

Beam, Paul

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. 1mf. L1 ED 429 530

Beardsley, Donna A.

An Interdisciplinary Project and the American West.
15p. 1mf. L1 ED 429 871

Beattie, Donna Kay

Assessment in Art Education. Art Education in Practice Series.
147p. 0mf. L3 ED 429 888

Beaudin, Maurice

Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.
77p. 1mf. L1 ED 429 573

Clendenin, Donna

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Coan, Julie

Digging into Archaeology. Hands-On, Minds-On Unit Study.
132p. 2mf. L2 ED 429 916

Coco, Clare

Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.
40p. 1mf. L1 ED 429 943

Cognard, Anne M.

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Cohen, Allan S.

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
55p. 1mf. L1 ED 430 012

Cohen, Arthur M.

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

Cohen, Carol

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Cohen, Libby G.

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Coladarci, Theodore

Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
16p. 1mf. L1 ED 429 370

Cole, Donna J.

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. 1mf. L1 ED 429 948

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

Franklin, Sarah H.

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Fraunholz, Wolfgang, Ed.

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

Frederickson, Karen

Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Freeman, Kassie, Ed.

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

Freitas, Kevin

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. 1mf. L1 ED 429 926

French, Joe

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Frese, Millie K., Ed.

Iowa Festivals.
34p. 1mf. L1 ED 429 892

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Frey, Heather E.

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Friedland, Billie

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Frost, Susan H.

Hemmings, Brian

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Hemphill, David

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Hensley, Frances

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

Henson, Kenneth T.

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Herbert, Michael

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Hernandez, Gantes, Victor M.

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Hertling, Elizabeth

Peer Review of Teachers. ERIC Digest, Number 126.
3p. 1mf. L1 ED 429 343

Hertzog, Hillary H.

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Hevia, Mary, Comp.

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Hewes, Dorothy W.

Toronto's First U.S.-Canadian ECE Conference-1891.
24p. 1mf. L1 ED 429 675

Hiebert, Elfrieda H.

King, Sheila

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

Kirby, Gretchen

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Kiselica, Mark S., Ed.

Confronting Prejudice and Racism during Multicultural Training.
219p. 3mf. L2 ED 429 247

Kissam, Edward

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Klecker, Beverly M.

An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
31p. 1mf. L1 ED 429 366

Klein, Alice

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Klein, Stephen

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

Klein, Stephen P.

A License To Teach. Raising Standards for Teaching.
225p. 0mf. L3 ED 429 937

Kling, Deborah

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Klockars, Alan

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Kloosterman, Valentina, Ed.

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. 1mf. L1 ED 429 305

Maxwell, Jane Carlisle

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Mayall, Hayley J.

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

Mayer, Ellen

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Mayer, I.

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Mayfield-Ingram, Karen

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

Mayhew, Jack

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Mayo, Wendell

The Writing Teacher's Second Self.
15p. 1mf. L1 ED 429 288

McAdams, Charles

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

McAleese, Ray

Coming To Know: The Role of the Concept Map--Mirror, Assistant, Master?
15p. 1mf. L2 ED 429 968

The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
14p. 1mf. L2 ED 429 970

McCaffrey, Daniel

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

200p. 3mf. L1 ED 429 617

Ogbondah, Chris

Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.
22p. 1mf. L1 ED 429 324

Ogunsola-Bandele, Mercy F.

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Ohanian, Susan

One Size Fits Few: The Folly of Educational Standards.
154p. 0mf. L3 ED 429 369

Olander, Lisa

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Oldham, Erin

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Oliver, John E., Ed.

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. 2mf. L1 ED 429 918

Olkun, Sinan

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Olsson, Anna-Karin

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

Ormsbee, Christine K.

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Osher, David

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Ostler, Elliott

95p. 1mf. L1 ED 429 360

Rusnak, Timothy, Ed.

An Integrated Approach to Character Education.
179p. 2mf. L2 ED 429 860

Sabnis, Shona, Ed.

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Sako, Mari

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Salisbury, Christine

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Salustri, Filippo A.

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

Salzman, James A.

Teacher-Researchers: One Year Later.
21p. 1mf. L2 ED 429 938

Sampson, James P., Jr.

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Sandhu, Daya Singh

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

Sandler, Linda

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

Sandy, Mary L.

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Sanford, Eleanor E.

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

Santman, Donna

23p. 1mf. L1 ED 429 619

Tang, Tak-On

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

Tanner, C. Kenneth

A Design Assessment Scale for Elementary Schools.
15p. 1mf. L1 ED 429 433

Tapper, Rich

The Problem of High Stakes Assessment in Public Education.
17p. 1mf. L1 ED 430 021

Tarr, James E.

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Tate, Jim

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

Taylor, Barbara M.

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Taylor, Janet

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Taylor, Pam

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Taylor, Suzanne Liebowitz

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Teberg, Ann S.

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Teodorescu, Daniel

Faculty Views on Support for Teaching: Using Qualitative Data

Use by Graduate Students.
37p. 1mf. L1 ED 430 045

High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
31p. 1mf. L1 ED 430 043

Witta, George T.

High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
31p. 1mf. L1 ED 430 043

Witucki, Rose M.

Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
36p. 1mf. L1 ED 429 297

Wixson, Karen K.

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

Standards for Primary-Grade Reading: An Analysis of State Frameworks.
32p. 1mf. L1 ED 429 271

Wolfhagen, Ineke H. A. P.

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Wollman-Bonilla, Julie E.

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. 1mf. L1 ED 429 302

Wong, Kenneth K., Comp.

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Wood, Giovanna, Ed.

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

Wood, Lisa

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Becker, David

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

Becker, Henry Jay

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Becker, Jonathan

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Beckner, Claudia

Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
8p. 1mf. L1 ED 429 763

Belk, Jo Ann

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

Bell, David

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

Bene, Nancy

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Benham, Maenette K. P. Ah Nee

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

Bentley, Michael

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Bertot, John Carlo

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

Cole, John J. K.

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Coleman, Beverly Eugene

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Collins, Belva C.

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Collins, Lesley

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Collins, Raymond C.

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Coltin, Lillian

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

Cook, Ann, Comp.

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Cooper, Rosalind

Opening Borders.
29p. 1mf. L1 ED 429 468

Coplan, Robert

Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

Corbeil, Jean-Pierre

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Corbin, Chuck, Ed.

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Cornett, Jeffrey W.

Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Frydenberg, Erica

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

Frye, Barbara J.

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Fugerer, Barbara

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Fuhrman, Susan H.

The New Accountability. CPRE Policy Brief.
14p. 1mf. L1 ED 429 336

Fulkerson, James

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

Fuller, Frank

Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.
14p. 1mf. L1 ED 429 499

Funkhouser, Janie

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Furutsuka, Takashi, Ed.

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Gahris, Cynthia

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

Gale, Carolyn

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

Gangi, Robert

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Text Matters in Learning to Read.
28p. 1mf. L1 ED 429 270

Higginbotham, Shelly

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Hill, Alexandra

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Hill, Doug

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Hill, Stephen

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

Hillmeyer, Jack

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Hinson, Kenneth

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Hinton, Samuel

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

Hirose, Taiko

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

Ho, Kwok Keung, Ed.

New Horizons in Education, No. 39.
164p. 2mf. L1 ED 429 454

Hodgkinson, Harold L.

The U.S. School Superintendent: The Invisible CEO.

6p. 1mf. L1 ED 429 414

Klotz, Jack

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Knobel, Michele

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Knoblauch, Bernadette

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. 1mf. L1 ED 429 397

Knox, Lyndee

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Koch, Tom

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Kochan, Frances K.

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

Kohm, Amelia

A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
57p. 1mf. L2 ED 429 705

Kolios, Anthony

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Kopriva, P.

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Korkatsch-Groszko, Maria

How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
10p. 1mf. L1 ED 429 664

McCall, Chester H.

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

McCann, Erin J.

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

McClure, Charles R.

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

McCullough, Sally

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

McDiarmid, G. Williamson

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

McGinnis, J. Randy

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

McGivney, Veronica

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

McGregor, Gail

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

McHugh, Barbara

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

McHugh, Barbara E.

Program Development and Evaluation for Schools and Communities.
171p. 2mf. L1 ED 429 363

McIntire, Jonathan C.

The Role of Education in a System of Care: Effectively Serving

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

Overton, Robert

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Owens, Christine

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Owens, Nicole

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

Pacheco, Arturo

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

Packard, Becky Wai-Ling

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Pagnucci, Gian

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. 1mf. L1 ED 429 305

Paik, Chie Matsuzawa

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Santos, Will

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Saurino, Dan R.

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. 1mf. L1 ED 429 963

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

Saurino, Penny L.

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. 1mf. L1 ED 429 963

Saykanic, Donna M.

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
79p. 1mf. L1 ED 429 325

Schaerfl, Caroline A.

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Schafer, William D.

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Schamel, Wynell B., Comp.

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Tharpe, Anne Marie

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Thirumurthy, Vidya

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

Thomas-Spiegel, Joan

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Thompson, Benjamin

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

Thompson, Gregory W.

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Thompson, Richard

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

Thompson, Virginia

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

Thomson, Alastair

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Thurlow, John P.

Teachers as Technologists: Professional Development for Technology Integration.
27p. 1mf. L1 ED 429 581

Thyer, Bruce A.

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
34p. 1mf. L1 ED 429 365

Tirri, Kirsi

The Moral Reasoning of Adolescents Gifted in Science: A Case

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Woodruff, Darren W.

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Woodson, Antonio

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Wright, Robert

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Wu, Robert T. Y.

New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
13p. 1mf. L1 ED 429 183

Wynar, Bohdan S., Ed.

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.
305p. 0mf. L3 ED 429 612

Yen, Shu-Jing

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Yeung, Alexander Seeshing

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

Yoder, Jill

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

Yore, Larry D.

A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
24p. 1mf. L1 ED 429 820

Bertrand, Richard

IRT Design for the School Achievement Indicators Program (SAIP).
15p. 1mf. L1 ED 430 040

Berube, Bruce N., Ed.

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

Bhadha, Bakhtawar

Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
7p. 1mf. L1 ED 429 701

Bhaerman, Bob

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Bielefeldt, Talbot

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Bierschenk, Inger

The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.
38p. 1mf. L1 ED 430 053

Bingman, Mary Beth

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Biondo, Sandra M.

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Bjerstedt, Ake

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Blalock, Greg

Convenient Distance Education Training in Technology.
5p. 1mf. L1 ED 429 777

Bland, Lori C.

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
34p. 1mf. L1 ED 429 879

Corral, S. Joseph

A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.
11p. 1mf. L1 ED 430 013

Coulson, Andrew J.

Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
470p. 0mf. L3 ED 429 350

Crawford, Leonard

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

Crawford, Teresa

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Crawford, Valerie M.

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Creswell, John W.

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Critchfield, Sandra

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Crosby, Danielle A.

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.
11p. 1mf. L1 ED 429 692

Crosby, Valmai

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Cross, Mary Catherine

Self Efficacy and Cultural Awareness: A Study of Returned Peace

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Ganser, Tom

Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
33p. 1mf. L1 ED 429 964

Garcia, Federico E.

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Garofalakis, John

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

Gaustad, Joan

Implementing Looping. ERIC Digest, Number 123.
3p. 1mf. L1 ED 429 330

Gavelek, James R.

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Gee, James Paul

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Gentry, Marcia Lynne

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

Gentry, Paola

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Georgescu, Dakmara

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Gerent, Michele C.

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.

32p. 1mf. L2 ED 429 352

Hoffman, Catherine C.

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Hogaboam-Gray, Anne

Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.
21p. 1mf. L1 ED 429 587

Holland, Glenda

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

Holm, Daniel T.

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Holmes, Madelyn, Ed.

Teaching Civics.
22p. 1mf. L1 ED 429 862

Holmes, Patricia

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Hoogstoel, Frederic

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

Hoover, John

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Hoover, John H.

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
7p. 1mf. L1 ED 429 745

Hopkins, Barbara J.

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Hosking, Neville J.

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Kottkamp, Robert

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Kozicki, Kim

Mapping Education for the New Millennium: A UI Perspective.
13p. 1mf. L1 ED 429 952

Kreider, Holly

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Kronberg, Robi M.

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Kudva, Pramila

Relevance of a Knowledge Base for a Teacher as a Professional.
13p. 1mf. L1 ED 429 932

Kuh, George D.

Do Computers Enhance or Detract from Student Learning?
20p. 1mf. L1 ED 429 592

Kunkel, Richard C.

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

Laanan, Frankie Santos

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

Lacatus, Maria-Liana

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Laden, Berta Vigil

Celebratory Socialization: Welcoming Latino Students to College.
27p. 1mf. L1 ED 429 523

Lalley, Jacqueline, Ed.

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

Lamb, Roberta

Orchestrating the Sound of Music: Analysis and Design of a

Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

McKay, Donald P.

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

McKay, Lyn

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

McKee, Jonathon V.

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

Mckenzie, Gary R.

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

McLean, James E.

Choosing a Multiple Comparison Procedure Based on Alpha.
18p. 1mf. L1 ED 430 047

McTighe, Jay

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

McVee, Mary

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Mehringer, Susan

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

Mehrotra, Chandra M.

Giving Psychology Away through Technology-Based Distance Instruction.
10p. 1mf. L1 ED 429 558

Meisels, Samuel J.

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Melchert, Charles F.

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Palmer, Kyle

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

Palow, William P.

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Pan, Diane

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Pang, Nicholas Sun-Keung

Organizational Cultures of Excellent Schools in Hong Kong.
32p. 1mf. L1 ED 429 866

Pangrazi, Bob

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Papatheodorou, Theodora

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.
38p. 1mf. L1 ED 429 728

Pape, Stephen J.

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

Paris, Scott G.

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Parker, Carolyn

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

Parmley, Kelli

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

Parod, William, Jr.

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

Schelander, Bjorn

Singapore: A History of the Lion City.
104p. 2mf. L2 ED 429 921

Schelander, Bjorn, Ed.

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Schendzielorz, Peter

Developing and Integrating a Web-Based Quiz into the Curriculum.
7p. 1mf. L1 ED 429 531

Schery, Teris K.

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Schienbein, Ralph

Network Design: Best Practices for Alberta School Jurisdictions.
110p. 2mf. L1 ED 429 574

Schiraldi, Vincent

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Schlemmer, Dori

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Schlemmer, Phil

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Schnackenberg, Heidi L.

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

Study.
11p. 1mf. L1 ED 429 398

Tittle, Carol Kehr

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

Tomblin, Mary

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Tomchin, Ellen M.

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Tomek, Ivan, Ed.

WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).
1081p. 12mf. L1 ED 429 526

Tomlinson, Carol A.

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Tomlinson, Carol Ann

The Differentiated Classroom. Responding to the Needs of all Learners.
145p. 2mf. L2 ED 429 944

Tonso, Karen L.

Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.
37p. 1mf. L1 ED 429 865

Topp, Neal W.

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

Toth, Laszlo

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Young, Deirdra J.

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Young, Donald B.

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Young, Jonathan

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Young, Michael F.

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Young, Susan A.

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Zahorik, John A.

Changing Traditions in Germany's Public Schools. International Studies in Education Series.
88p. 1mf. L2 ED 429 859

Zane, Lawrence F. H.

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Zanella, Deborah J.

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

Zaslow, Martha J.

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Key Findings, Measurement and Design Issues, and Recommendations

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Bledsoe, Teresa

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Bloom, Jeffrey W.

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Bodendorf, Freimut

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Boehlert, Lenora

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Bonner, Mike

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Borsa, John

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Botsko, Christopher

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Bouchard, Robert Maurice

The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.
7p. 1mf. L1 ED 429 546

Boudreau, Rene

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Bouma, Amy

Corps Teachers.
59p. 1mf. L1 ED 429 976

Crowther, Jim, Ed.

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Cruzeiro, Patricia A.

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Cudmore, Wynn, Ed.

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Culp, Ann

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Cumbo, Kathryn Blash, Ed.

Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
154p. 2mf. L1 ED 429 337

Curtis, Liz

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

D'Amico, Laura

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

da Costa, Jose L.

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

Dana, Thomas

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

Dangle, James

Geography, Culture, History, Politics of Latin America. Revised.
144p. 2mf. L2 ED 429 854

Dansereau, Donald F.

Node-Link Mapping Promotes Top-Down Learning.
9p. 1mf. L1 ED 429 253

13p. 1mf. L1 ED 429 379

Gersten, Russell

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

Gervais, J. Donna

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Gibson, Ian W.

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

Giddings, Geoff J.

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Gifford, Lorna J.

The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
17p. 1mf. L1 ED 429 333

Gifford, Nina

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Gillis, R. Peter

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Gilson, Judith E.

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Giordmaina, Joseph

Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.
43p. 1mf. L1 ED 429 955

Giroux, Sylvain

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Girton, Kathryn M.

Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.

Hoskins, Zach

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Hotte, Richard

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

House, J. Daniel

The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.
20p. 1mf. L1 ED 429 491

Howard-Vital, Michelle R.

Constructing a Virtual University Paradigm: The University of North Carolina at Wilmington.
18p. 1mf. L1 ED 429 503

International Distance Education: The Digital Communities Project.
12p. 1mf. L1 ED 429 504

Howe, Ann

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Howell, John F.

Lunch Buddies: A Program To Involve Caring Adults.
12p. 1mf. L1 ED 429 260

Hren, Benedict J.

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Huang, Li-yi

A New Model of Teaching Pedagogy in CHISEL for the 21th Century.
10p. 1mf. L1 ED 429 450

Huang, Shenghui Cindy

Internet Assisting EFL Writing Learning: From Learners' Perspective.
21p. 1mf. L2 ED 429 460

Hubbard, Ruth

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Lamb-Parker, Faith, Ed.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Lamorey, Suzanne

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Lancaster, Edith

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Landrum, Mary

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Langa, Michelle

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Langenbach, Christian

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Langer, Judith A.

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

Lankshear, Colin

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Lau, C. Allen

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Computerized Classification Testing under Practical Constraints with a Polytomous Model.
17p. 1mf. L1 ED 430 032

Laughlin, James E.

Merisotis, Jamie

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Merrifield, Juliet

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Messersmith, Ann M.

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Meyer, Stephen, Comp.

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Meyers, Judith

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Michelli, Nicholas M.

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

Mikow-Porto, Victoria A.

Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.
12p. 1mf. L1 ED 429 917

Miller, Dana L.

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Miller, Joy

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Miller, Kevin J.

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Miller, Lara Anderson

Pascarelli, Joseph T.

The Efficacy of Teacher Education in an Alternative Program.
30p. 1mf. L1 ED 429 972

Patterson, Chris

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

Patterson, Robert S.

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

Patthey-Chavez, G. G.

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Pautler, Albert J., Jr., Ed.

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Pawloski, Robert

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Payne, Deborah A.

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Payne, John

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Pearson, P. David

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Pedras, Melvin J.

Mapping Education for the New Millennium: A UI Perspective.
13p. 1mf. L1 ED 429 952

Pehkonen, Leila

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Teaching Learning Theories Via the Web.
14p. 1mf. L1 ED 429 554

Schofield, Janet Ward

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Schulz, E. Matthew

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

Schumaker, Jean

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Schuster, John W.

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Schuster, Joneen

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Schwartz, Mary Arnold

Literacy Development: A Story of Community Support.
10p. 1mf. L1 ED 429 314

Scott, Janice S.

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Seaman, Janet A.

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Searle, Chris

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Sebastian, Joan P.

Culture and School Success: Development of a Documentary-Style Distance Education Course.

Toutkoushian, Robert K.

A Summary of Two Studies on Pay Disparities by Race and Gender:
Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

Treadwell, Mark

1001 of the Best Internet Sites for Educators. K-College.
271p. 3mf. L2 ED 429 560

Truell, Allen D., Ed.

AERA Vocational Education Special Interest Group Proceedings
(Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

Tsakalidis, Athanasios

Development and Integration of WWW-Based Services in an Existing
University Environment.
7p. 1mf. L1 ED 429 534

Tsaknakis, John

Development and Integration of WWW-Based Services in an Existing
University Environment.
7p. 1mf. L1 ED 429 534

Tsinakos, Avgoustos A.

On the Use of Librarians Selection Routines in Web Search.
8p. 1mf. L1 ED 429 549

Tuan, Hsiao-lin

What Can Inservice Taiwanese Science Teachers Learn and Teach
about the Nature of Science?
19p. 1mf. L1 ED 429 823

What Changes Occurred?--An In-service Course Focused on Museum
Education for Taiwanese Science Teachers.
22p. 1mf. L1 ED 429 822

Tuovinen, Juhani

Celebrating Distance Teaching Innovations: The Certificate in
Distance Teaching.
11p. 1mf. L1 ED 429 795

Turan, Selahattin

Measuring Organizational Climate and Organizational Commitment
in the Turkish Educational Context.
45p. 1mf. L1 ED 429 359

Turner, Carolyn E.

Evaluation of an In-Service EFL Teacher Training Project across
Costa Rica.
42p. 1mf. L1 ED 429 459

Turner, Jeannine E.

for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Zay, Danielle

Collaborative Research and Evaluation in French Teacher Education.
14p. 1mf. L1 ED 429 984

Zelazek, John R.

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

Zellman, Gail L.

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

Zhou, Zheng

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Zhu, Daming

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Ziedenberg, Jason

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Zimmer, Kathryn G.

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Znamenskaia, Elena

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Zoreda, Margaret Lee

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Zuckerman, Diana, Ed.

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

Bourne, John R.

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

Boykin, Cynthia

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Boylan, Colin

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
11p. 1mf. L1 ED 429 795

Boyle-Baise, Marilynne

"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
26p. 1mf. L1 ED 429 922

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Bradley, Jack

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Bradley, K. Sue

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Breton, Albert, Ed.

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Brockman, Kristen

Danyluk, Ross C.

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

Dao, Kim

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Darling-Hammond, Linda

A License To Teach. Raising Standards for Teaching.
225p. 0mf. L3 ED 429 937

David, Imre

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Davidson, Ann Locke

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Davidson, Fiona M., Ed.

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Davie, D. Kevin, Comp.

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

Dawadi, Bhaskar R.

Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.
50p. 1mf. L1 ED 429 998

De Benedetti, George

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Decker, Todd

Ideas from the Other Side of the Desk: Student Evaluations.
8p. 1mf. L1 ED 429 869

Deerr, Kathleen

20p. 1mf. L1 ED 429 340

Gittman, Elizabeth

Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.
14p. 1mf. L1 ED 429 912

Glanton, Maude

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

Glasson, George

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Glazier, Jocelyn

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Glei, Dana A.

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Glidden, Heidi

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. 2mf. L1 ED 429 979

Glowinski, Jessica

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Gold, Veronica

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Goldman, Sybil

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Goldman, Sybil K., Ed.

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.

Hudley, Cynthia

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
39p. 1mf. L1 ED 430 065

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Hudson, Ken

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Huff, Linda

The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.
7p. 1mf. L1 ED 429 300

Huggins, Joyce M.

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

Huggins, Regina

Longitudinal Study of the Reading Recovery Program, 1994-1998.
27p. 1mf. L1 ED 430 067

Hughes, H. Woodrow

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Hughes, Joan E.

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Hughes, Mary F.

Financing Facilities in Rural School Districts.
34p. 1mf. L1 ED 429 427

Hull, Teresa

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Hunsaker, Scott L.

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

Lautenbacher, Glenn E.

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

Lawrence, Catherine

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Lazarte, Alejandro A.

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Lea, Tricia J.

Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.
8p. 1mf. L1 ED 429 927

Leach, Jenny

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Leake, Cindy

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

LeBard, Christine

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

Lechner, Michael

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Ledan, Marie E.

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Lee, Andrew Ann Dinkins

Critical Thinking for the New Millennium: A Pedagogical

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Miller, Michael

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Miller, Michael T.

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

Miller-Whitehead, Marie

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

Minner, Sam

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Mishler, James A.

Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.
8p. 1mf. L1 ED 429 741

Mitchell, Linda C.

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Mittag, Kathleen Cage

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Molina, Marie-Helene Gavinski

Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

Monahan, Patrick W.

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Montenegro, Xenia

Pepper, S. Kaye

Establishing Research-Based Knowledge in Teacher Education.
26p. 1mf. L1 ED 429 969

Pequin, Linda

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Peregoy, John J.

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Perez-Febles, Alina

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Perleberg, Nancy

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Pernu, Caryn, Ed.

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Peters, Otto

Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.
248p. 0mf. L3 ED 429 597

Peterson, Bonnie

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Peterson, Marvin W.

Analytic Framework of Institutional Support for Student Assessment.
52p. 1mf. L1 ED 429 517

Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.
27p. 1mf. L1 ED 429 518

Peyton, Joy Kreeft

9p. 1mf. L1 ED 429 780

Seffah, Ahmed

The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.
7p. 1mf. L1 ED 429 546

Seng, Seok Hoon

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

Servant, Colleen

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Sesso, Gloria

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Shaffer, Mary Jo

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

Shakeshaft, Charol

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Shaposhnikova, T.D., Ed.

Innovation in Russian Schools. International Studies in Education.
79p. 1mf. L2 ED 429 851

Sharp, Sally

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Sharpe, Michael N.

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Tyler, Mike

Examination of Preschool Teachers' Biased Perception on Gender Differences.
36p. 1mf. L1 ED 429 711

Tyler, Naomi C.

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Tzimas, Giannis

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

Uekawa, Kazuaki

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Ueno, Junko

Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
19p. 1mf. L1 ED 429 452

Ulbaek, Ib

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Underwood, Daniel

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Underwood, Siobhan

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Usher, Robin

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

Uzat, Rod

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Bromfield, Marcia

School-College Collaboration: One College, Many Partners.
27p. 1mf. L1 ED 429 933

Brooker, Ross

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
41p. 1mf. L1 ED 429 977

Brown, Bettina Lankard

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Brown, Brett

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Brown, Candice

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Brown, Elizabeth A.

Effectively Teaching Critical Thinking Skills to High School Students.
18p. 1mf. L1 ED 429 850

Brown, Gavin

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Information Skills in the New Zealand Curriculum: A Blueprint for Education?
18p. 1mf. L1 ED 429 618

Brown, George G.

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Brown, Lyn Mikel

Raising Their Voices: The Politics of Girls' Anger.

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

DeKalb, Jay

Student Truancy. ERIC Digest, Number 125.
3p. 1mf. L1 ED 429 334

deMarrais, Kathleen P. Bennett

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

DeMars, Christine

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

Demchak, MaryAnn

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

Denning, Catherine, Comp.

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Dennis, Kay S.

Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
22p. 1mf. L1 ED 429 512

dePaula, Rogerio

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Desiderio, Mike F.

The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
38p. 1mf. L1 ED 429 973

DeSimone, Angelo J.

A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.
29p. 1mf. L1 ED 429 255

Dey, Eric L.

141p. 2mf. L1 ED 429 422

Goldsmith, Scott

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Good, Jennifer M.

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Goodman, Dean

Validating Factors That Impact on the Success of Distance Learning Initiatives.
22p. 1mf. L1 ED 429 595

Goodman, Ellen, Comp.

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Goos, Merrilyn, Ed.

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Gorman, Roxanne

Systemic Thinking To Support Dine Education.
6p. 1mf. L1 ED 429 755

Gorrell, Jeffrey

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Gottfredson, Gary D.

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Hunter, Karen

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Hurlburt, Teresa

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Hurtado, Sylvia

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Hutchinson, Nancy L.

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
13p. 1mf. L1 ED 430 023

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Hyun, Eunsook

Examination of Preschool Teachers' Biased Perception on Gender Differences.
36p. 1mf. L1 ED 429 711

Ikegulu, Nelson T.

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Imbeau, Marcia

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Imel, Susan

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Imperative.
8p. 1mf. L1 ED 429 913

Lee, Daniel

Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
16p. 1mf. L1 ED 429 370

Lee, Lung-Sheng Steven

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

Trends in Technology Education in Asia and Their Implications for New Zealand.
15p. 1mf. L1 ED 429 208

Lefebvre, Claire

Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

Leib, Jonathan I., Ed

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Leigh, Jim

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Lemke, June

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Lemlech, Johanna K.

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Lemone, Karen A.

Experiences in Virtual Teaching.
6p. 1mf. L1 ED 429 539

Lenell, Elizabeth

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Lenfestey, Karen

TARGET: Teachers As Researchers Gaining Excellence Together.

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Montgomery, Diane

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.
11p. 1mf. L1 ED 429 750

Montgomery, Diane, Ed.

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

Montgomery, Donna

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

Montgomery, Kate

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Montie, Jo

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Moon, Bob

Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
19p. 1mf. L1 ED 429 950

Moon, Tonya

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Moon, Tonya R.

American Sign Language as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 429 464

Phipps, Ronald

College Remediation: What It Is, What It Costs, What's At Stake.
35p. 1mf. L1 ED 429 525

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Pierce, Alice

Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.
161p. 2mf. L2 ED 429 886

Ping, Yin

Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.
37p. 1mf. L1 ED 430 050

Pinson, Dena M.

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Pittman, Deborah

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Plake, Barbara S.

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Plakos, John

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Platt, Gail M.

On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Pleasants, Heather M.

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Pleasants, John M.

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Polakow-Suransky, Sasha

Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

Shaver, Phillip R., Ed.

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Shaw, Mae, Ed.

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

She, Hsiao-Ching

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

Sheets, Glenn

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

Sheety, Alia

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

Shelley, Fred M., Ed

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Shelley-Sireci, Lynn

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
32p. 1mf. L1 ED 429 376

Shellhorn, Bette

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Shelton, Russell D.

The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Shen, Jianping

14p. 1mf. L1 ED 429 470

Vadeboncoeur, Jennifer A., Ed.

Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
154p. 2mf. L1 ED 429 337

Valencia, Sheila W.

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

van den Hurk, Marianne M.

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Vande Kopple, William J.

Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.
30p. 1mf. L1 ED 429 291

Vandercook, Terri

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
23p. 1mf. L1 ED 429 387

Vanderslice, Ronna

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

vanLent, Peter

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

Vassiliadis, Vassilios

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

Vaughan, Peggy

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

259p. 0mf. L3 ED 429 674

Bruckerhoff, Charles

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Bruckerhoff, Theresa

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Brueggeman, Gail

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Brunelli, Jean

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

Bryant, Ian

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

Buckley, Jeri

Multicultural Reflection.
21p. 1mf. L1 ED 429 983

Bull, Kay S.

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

DeYoung, Sandra L.

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Diaz, Eva, Ed.

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

Dichanz, Horst

Changing Traditions in Germany's Public Schools. International Studies in Education Series.
88p. 1mf. L2 ED 429 859

Dikel, Margaret Riley

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Dillon, Paul

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Din, Feng S.

The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.
16p. 1mf. L1 ED 429 940

Dion, M. Robin

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Do, Seung Lee

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Dolan, John V.

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Program Development and Evaluation for Schools and Communities.
171p. 2mf. L1 ED 429 363

Gover, Mark

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Grabinger, Scott

The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
14p. 1mf. L2 ED 429 970

Graff, Shannon M., Ed.

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

Grandgenett, Neal

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

Grandgenett, Neal F.

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

Graves, Donald H.

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Gray, Sylvia

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Gregorian, Vartan

Libraries and Andrew Carnegie's Challenge.
12p. 1mf. L1 ED 429 621

Gregory, Vicki Lovelady

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Impara, James C.

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Ingebritsen, Thomas S.

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Inkelas, Karen Kurotsuchi

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Irwin, Patrick

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Jackiewicz, Stephanie

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Jackson, Fay

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Jackson, Lisa R.

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Jackson, Mildred L.

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

Jacobs, Geralyn M.

Using Technology To Enhance Early Childhood Teacher Preparation.
11p. 1mf. L1 ED 429 672

Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Lennex, Lesia

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Lenz, Keith

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Leonard, Jacqueline

When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
23p. 1mf. L1 ED 429 953

Letwinch, Joanne C.

Soaring through the Universe. Astronomy through Children's Literature.
191p. 0mf. L3 ED 429 603

Levy, David L., Ed.

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Lewinski, Michael J.

Some Students Don't Want To Read.
10p. 1mf. L1 ED 429 282

Lewis, Jamie

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

Lewis, Jim

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
30p. 1mf. L1 ED 429 811

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Moore, Chris

Teacher Thinking and Student Diversity.
31p. 1mf. L1 ED 429 947

Moore, Douglas J.

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Moore, Duane H.

Where Have All the Principals Gone?
9p. 1mf. L1 ED 429 368

Moore, Keith

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

Moore, Kristin A.

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Moore, Sara D.

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Moore, Vanessa

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Morgan, Nancy A.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 593

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
46p. 1mf. L2 ED 429 356

Pope, Myron L.

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

Porter, Rhonda C.

Gender Differences in Mathematics Performance.
16p. 1mf. L1 ED 429 818

Poulin, Pierre

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Pouliot, Louisette

A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.
14p. 1mf. L1 ED 429 946

Pounds, Buzz R.

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Prasad, Surya Nath

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Prater, Greg

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Preece, Barbara, Comp.

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

The School of Education: Its Mission, Faculty, and Reward
Structure.
161p. 0mf. L3 ED 429 981

Shepherd, Kristen

Longitudinal Behavioral Change in Infants with Neuromotor
Disabilities.
11p. 1mf. L1 ED 429 377

Shinoki, Eri

Comparison of Mother-Infant Interactions between Japanese Dyads
and American Dyads.
14p. 1mf. L1 ED 429 695

Shipley, Nancy

TARGET: Teachers As Researchers Gaining Excellence Together.
Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Shirotani, Yukari

Research and Clinical Center for Child Development Annual
Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Shuler, Paul

Processes for Developing Scaffolding in a Computer Mediated
Learning Environment.
10p. 1mf. L1 ED 429 765

Shumm, Jeanne Shay

Adapting Reading and Math Materials for the Inclusive Classroom.
Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-
Library.
77p. 1mf. L1 ED 429 382

Shymansky, James A.

A Study of the Impact of a Long-Term Local Systemic Reform on
the Perceptions, Attitudes, and Achievement of Grade 3/4
Students.
24p. 1mf. L1 ED 429 820

Siddens, Paul J., III

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

Velis, Jean-Pierre

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Ver Velde, Peggy

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Ver Velde, Ray

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Vervelde, Peggy

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

Vesper, Nick

Do Computers Enhance or Detract from Student Learning?
20p. 1mf. L1 ED 429 592

Vieville, Claude

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

Vigilante, David

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Vildova, Z.

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Vittitow, Susan

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Vleuten, Cees P. M. van der

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Ability

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.
50p. 1mf. L1 ED 429 998

Ability Identification

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Abstract Reasoning

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Abstracts

Resources in Education (RIE). Volume 34, Number 9.
0p. 0mf. L2 ED 429 167

Academic Achievement

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

The Assessment of Student Achievement: The Hundred Years War.
16p. 1mf. L1 ED 430 009

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Classroom Assessment for Student Success. Student Assessment

Assistive Devices (for Disabled)

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Convenient Distance Education Training in Technology.
5p. 1mf. L1 ED 429 777

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

Astronomy

Soaring through the Universe. Astronomy through Children's Literature.
191p. 0mf. L3 ED 429 603

At Risk Persons

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Attachment Behavior

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Attendance

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

Attendance Patterns

Student Truancy. ERIC Digest, Number 125.
3p. 1mf. L1 ED 429 334

Attention

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

Attention Deficit Disorders

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Attitude Change

A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.
14p. 1mf. L1 ED 429 946

Attitude Measures

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Attitudes

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

Audience Awareness

Classroom Techniques (Continued)

The Differentiated Classroom. Responding to the Needs of all Learners.
145p. 2mf. L2 ED 429 944

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.
38p. 1mf. L1 ED 429 728

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. 1mf. L1 ED 429 397

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Clinical Diagnosis

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Cluster Grouping

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

Coeducation

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Cognitive Ability

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Cognitive Development

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Cognitive Structures

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Cognitive Style

Improving Basic Education for All Learners: The Role of Arts

Computer Uses in Education (Continued)

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

Concept Formation

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Concept Mapping

Coming To Know: The Role of the Concept Map--Mirror, Assistant, Master?
15p. 1mf. L2 ED 429 968

Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.
40p. 1mf. L1 ED 429 943

The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
14p. 1mf. L2 ED 429 970

Node-Link Mapping Promotes Top-Down Learning.
9p. 1mf. L1 ED 429 253

Conflict

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Conflict Resolution

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Consciousness Raising

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Conservation Education

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Monitoring Community Sustainability. Environments For Life

Difficulty Level

Computerized Classification Testing under Practical Constraints with a Polytomous Model.
17p. 1mf. L1 ED 430 032

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Disabilities

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
32p. 1mf. L1 ED 429 376

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?
13p. 1mf. L1 ED 429 673

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

National Council on Disability Annual Report Volume 19, Fiscal

Educational Legislation (Continued)

State Issues Report, 1997-98.
103p. 2mf. L1 ED 429 364

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
47p. 1mf. L1 ED 429 362

Educational Needs

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Educational Objectives

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

Educational Opportunities

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Educational Philosophy

"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
26p. 1mf. L1 ED 429 922

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.

Evaluation Criteria

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Evaluation Methods

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. 1mf. L1 ED 429 831

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Assessment in Art Education. Art Education in Practice Series.
147p. 0mf. L3 ED 429 888

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

New Perspectives on Evaluating Professional Development.
25p. 1mf. L1 ED 430 024

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

The Problem of High Stakes Assessment in Public Education.
17p. 1mf. L1 ED 430 021

Excellence in Education

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. 1mf. L1 ED 429 948

Exchange Programs

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

Expectation

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Expenditures

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Experience

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Experiential Learning

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Modular Technology Education Planning Guide: 15 Key Steps To

Group Behavior

The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
376p. 0mf. L3 ED 429 677

Group Dynamics

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Guidelines

Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Sixth Edition.
96p. 1mf. L1 ED 429 346

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Haitian Creole

Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

Handedness

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Hands on Science

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Health Personnel

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Health Promotion

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Health Services

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
33p. 1mf. L1 ED 429 505

Hearing Impairments

Hearing Loss in Children: Delayed Speech and Language Information Packet.
41p. 1mf. L1 ED 429 406

Help Seeking

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Heterogeneous Grouping

Insurance

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Integrated Curriculum

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
9p. 1mf. L1 ED 429 870

Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.
13p. 1mf. L1 ED 429 808

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

Teaching Civics.
22p. 1mf. L1 ED 429 862

Integrated Services

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
36p. 1mf. L1 ED 429 411

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Student Health Partnership Planning Guide: 1999-2000.
51p. 1mf. L1 ED 429 724

Intellectual Disciplines

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Library Development

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Libraries and Andrew Carnegie's Challenge.
12p. 1mf. L1 ED 429 621

South Carolina State Library Annual Report, 1997-1998.
84p. 1mf. L1 ED 429 606

Library Funding

Libraries and Andrew Carnegie's Challenge.
12p. 1mf. L1 ED 429 621

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Library Material Selection

Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.
305p. 0mf. L3 ED 429 612

Library Materials

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Library Networks

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Library Role

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

Library Services

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Read Arizona.
402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Sensational Summers: Reaching Your Community through Outreach

Multicultural Education

"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
26p. 1mf. L1 ED 429 922

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

Confronting Prejudice and Racism during Multicultural Training.
219p. 3mf. L2 ED 429 247

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

Multimedia Instruction

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Multimedia Materials

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Multiple Disabilities

Multiple Disabilities: Is Rural Inclusion Possible?
6p. 1mf. L1 ED 429 785

Multiple Intelligences

Portfolio Assessment

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Portfolios (Background Materials)

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Poverty

Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
242p. 3mf. L1 ED 429 884

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Poverty Programs

Community Based Support Programs and Primary Prevention.
8p. 1mf. L1 ED 429 697

Practical Arts

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Practicums

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Supervision Strategies for the First Practicum. Second Edition.
240p. 3mf. L2 ED 429 248

Pragmatics

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Predictor Variables

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.
20p. 1mf. L1 ED 429 491

Reading Programs (Continued)

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

Reading Readiness

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Reading Research

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

Reading Skills

Colorado Model Content Standards: Reading & Writing.
22p. 1mf. L1 ED 429 268

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Phonics Plus, Book A (Levels K-1).
103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Reading Tests

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
101p. 2mf. L1 ED 429 284

Reading Writing Relationship

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Real Estate

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Reciprocal Teaching

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Recreational Reading

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Recycling

I Can Be an Environmental Citizen: An Environmental Citizenship

Science Instruction (Continued)

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. 1mf. L1 ED 429 831

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
40p. 1mf. L1 ED 429 815

A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
24p. 1mf. L1 ED 429 820

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Science Materials

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Science Process Skills

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Science Teachers

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Science Tests

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

Sciences

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Scientific Concepts

Science Subject Knowledge of Pre-Service Postgraduate Science

State History

Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.
71p. 1mf. L1 ED 429 853

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

State Legislation

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

History of Benefit Improvements, '37-'97.
30p. 1mf. L1 ED 429 971

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

State Issues Report, 1997-98.
103p. 2mf. L1 ED 429 364

State Libraries

South Carolina State Library Annual Report, 1997-1998.
84p. 1mf. L1 ED 429 606

State of the Art Reviews

Class Size.
79p. 1mf. L1 ED 429 349

State Programs

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
41p. 1mf. L1 ED 430 018

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

State Regulation

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

State Standards

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

Teacher Behavior

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Teacher Burnout

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

Teacher Certification

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. 1mf. L1 ED 429 948

A License To Teach. Raising Standards for Teaching.
225p. 0mf. L3 ED 429 937

Teacher Characteristics

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. 1mf. L1 ED 429 831

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Teacher Collaboration

Developing Prereferral Teams in Your Schools and Keeping Them There!
7p. 1mf. L1 ED 429 744

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. 1mf. L1 ED 429 963

Making Student Teaching Work: Creating a Partnership. Fastback 447.
48p. 1mf. L2 ED 429 939

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
23p. 1mf. L1 ED 429 387

Teacher Competencies

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

A License To Teach. Raising Standards for Teaching.
225p. 0mf. L3 ED 429 937

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
8p. 1mf. L1 ED 429 783

Rural General Educators and Special Education Training: Applied

Translation

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Trend Analysis

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Truancy

Student Truancy. ERIC Digest, Number 125.
3p. 1mf. L1 ED 429 334

Tutorial Programs

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
57p. 1mf. L2 ED 429 705

Tutoring

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Tutors

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Two Year College Students

Gender Role Differences in Students of Single-Parent and Intact Families.
9p. 1mf. L2 ED 429 702

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Two Year Colleges

Tech Prep Taiwan-Style. Fastback 449.
50p. 1mf. L2 ED 429 175

Underachievement

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

What Educators Need To Know about UnderAchievement and Gifted

Series.
68p. 1mf. L2 ED 429 990

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.
11p. 1mf. L1 ED 430 013

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.
14p. 1mf. L1 ED 429 912

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
16p. 1mf. L1 ED 429 370

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.
40p. 1mf. L1 ED 429 943

IRT Design for the School Achievement Indicators Program (SAIP).
15p. 1mf. L1 ED 430 040

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Lunch Buddies: A Program To Involve Caring Adults.
12p. 1mf. L1 ED 429 260

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

A Nation Still at Risk.
4p. 1mf. L1 ED 429 988

On the Edge of the New Millennium: The Learning Center. South

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. 1mf. L1 ED 429 302

Audiovisual Centers

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.
77p. 1mf. L2 ED 429 424

Audiovisual Communications

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Audits (Verification)

Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United Church of Christ (Moncure, North Carolina).
30p. 1mf. L1 ED 429 726

Authoring Aids (Programming)

Authoring Tools for Courseware on WWW: The W3Lessonware Project.
6p. 1mf. L1 ED 429 547

Authors

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Autobiographies

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Bakery Industry

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Basic Skills

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Basic Writing

Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.
30p. 1mf. L1 ED 429 291

Bayesian Statistics

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
55p. 1mf. L1 ED 430 012

Beginning Principals

Education. SERVE Policy Brief.
12p. 1mf. L1 ED 429 917

Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
19p. 1mf. L1 ED 429 452

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

College Administration

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

College Bound Students

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

College Choice

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

College Environment

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

College Faculty

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

The Graying of the Faculty in the UW System.
43p. 1mf. L1 ED 429 522

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

The School of Education: Its Mission, Faculty, and Reward Structure.
161p. 0mf. L3 ED 429 981

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.

Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Construction Management

CEFPI Consultants Directory, 1998.
107p. 2mf. L1 ED 429 431

Constructivism (Learning)

Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.
13p. 1mf. L1 ED 429 808

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Consultants

CEFPI Consultants Directory, 1998.
107p. 2mf. L1 ED 429 431

Consultation Programs

Developing Prereferral Teams in Your Schools and Keeping Them There!
7p. 1mf. L1 ED 429 744

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Content Area Writing

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

Context Clues

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Continuing Education

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

Contracts

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
41p. 1mf. L1 ED 430 018

Controversial Issues (Course Content)

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Cooperating Teachers

Making Student Teaching Work: Creating a Partnership. Fastback

Year 1998.
50p. 1mf. L1 ED 429 407

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

TASH Newsletter, 1998.
331p. 4mf. L1 ED 429 404

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
23p. 1mf. L1 ED 429 387

Disability Identification

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

Hearing Loss in Children: Delayed Speech and Language Information Packet.
41p. 1mf. L1 ED 429 406

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Disadvantaged

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Disadvantaged Youth

A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
57p. 1mf. L2 ED 429 705

An Overview of Title I Schoolwide Programs: Federal Legislative

	224p.	3mf.	L2	ED 429 202
Tech Prep Taiwan-Style. Fastback 449.	50p.	1mf.	L2	ED 429 175
Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.	296p.	4mf.	L1	ED 429 218

Educational Planning

Educational Master Plan, 1996-2001.	316p.	4mf.	L1	ED 429 640
Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.	85p.	1mf.	L2	ED 429 200
Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.	8p.	1mf.	L1	ED 429 774
Los Angeles Pierce College Planning Guide.	142p.	2mf.	L1	ED 429 626
Planning Imperatives for the Next Century. IHE Perspectives.	8p.	1mf.	L1	ED 429 493
Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.	73p.	1mf.	L1	ED 429 571

Educational Policy

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.	46p.	1mf.	L2	ED 429 356
Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.	209p.	3mf.	L1	ED 429 520
Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.	15p.	1mf.	L1	ED 429 367
Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.	12p.	1mf.	L1	ED 429 917
Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.	10p.	1mf.	L1	ED 429 235
New Horizons in Education, No. 39.	164p.	2mf.	L1	ED 429 454
One Size Fits Few: The Folly of Educational Standards.	154p.	0mf.	L3	ED 429 369
Policy-Oriented Research on Literacy Standards and Assessment.	42p.	1mf.	L1	ED 429 309
Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.	47p.	1mf.	L1	ED 430 068

Educational Practices

Changing Traditions in Germany's Public Schools. International Studies in Education Series.	88p.	1mf.	L2	ED 429 859
Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.	7p.	1mf.	L1	ED 429 786

Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

What Is Ag-Ed?
7p. 1mf. L1 ED 429 799

Expulsion

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
46p. 1mf. L2 ED 429 356

Factor Structure

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
37p. 1mf. L1 ED 430 045

Faculty Development

How Technology Education Transforms Teachers' Perspectives of Their Profession.
30p. 1mf. L2 ED 429 586

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
20p. 1mf. L1 ED 429 959

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Teachers as Technologists: Professional Development for Technology Integration.
27p. 1mf. L1 ED 429 581

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.
14p. 1mf. L1 ED 429 499

Faculty Promotion

The School of Education: Its Mission, Faculty, and Reward Structure.
161p. 0mf. L3 ED 429 981

Faculty Workload

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
20p. 1mf. L1 ED 429 506

Family (Sociological Unit)

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

High Achievement

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

High Risk Students

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
46p. 1mf. L2 ED 429 356

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

The Effects of Mentoring At-Risk Female College Students.
80p. 1mf. L1 ED 429 261

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).
26p. 1mf. L2 ED 429 716

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Lunch Buddies: A Program To Involve Caring Adults.
12p. 1mf. L1 ED 429 260

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

High School Seniors

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
151p. 2mf. L1 ED 429 671

High School Students

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.
210p. 3mf. L1 ED 429 667

Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.
169p. 2mf. L1 ED 429 668

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Comprehensive Student Development Curriculum. High School.
290p. 3mf. L1 ED 429 238

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. 1mf. L1 ED 429 986

Effectively Teaching Critical Thinking Skills to High School

Interaction

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

Interaction Process Analysis

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

Interactive Television

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Interactive Video

High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
31p. 1mf. L1 ED 430 043

Interdisciplinary Approach

Geographic Literacy through Children's Literature.
161p. 0mf. L3 ED 429 863

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
4p. 1mf. L1 ED 429 633

An Interdisciplinary Project and the American West.
15p. 1mf. L1 ED 429 871

Interdisciplinary Studies in the Community Colleges.
19p. 1mf. L1 ED 429 624

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Interest (Finance)

Competitive Financing Mechanisms: Auctions Used by Federal Agencies.
28p. 1mf. L1 ED 429 500

Intergenerational Programs

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Intergroup Relations

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne.

Programming.
29p. 1mf. L1 ED 429 616

South Carolina State Library Annual Report, 1997-1998.
84p. 1mf. L1 ED 429 606

Library Skills

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
79p. 1mf. L1 ED 429 325

Library Standards

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

Library Statistics

South Carolina State Library Annual Report, 1997-1998.
84p. 1mf. L1 ED 429 606

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Life Satisfaction

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Lifelong Learning

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Limited English Speaking

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

Linguistic Theory

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Listening

A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of

Soaring through the Universe. Astronomy through Children's Literature.
191p. 0mf. L3 ED 429 603

Museums

Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.
71p. 1mf. L1 ED 429 853

What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.
22p. 1mf. L1 ED 429 822

Music

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Music Activities

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Music Appreciation

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Music Education

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.
11p. 1mf. L1 ED 430 013

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Mythology

Soaring through the Universe. Astronomy through Children's Literature.
191p. 0mf. L3 ED 429 603

Narration

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

National Competency Tests

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

National Programs

Pregnancy

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Prereferral Intervention

Developing Prereferral Teams in Your Schools and Keeping Them There!
7p. 1mf. L1 ED 429 744

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Prerequisites

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Preschool Children

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Preschool Education

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

State Funding of Head Start.
7p. 1mf. L1 ED 429 703

Toronto's First U.S.-Canadian ECE Conference-1891.
24p. 1mf. L1 ED 429 675

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
42p. 1mf. L1 ED 429 660

Preschool Evaluation

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Handbook for Young People.
30p. 1mf. L1 ED 429 811

Reentry Workers

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

Reference Materials

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.
305p. 0mf. L3 ED 429 612

Referral

A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?
13p. 1mf. L1 ED 429 673

Reflective Teaching

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Multicultural Reflection.
21p. 1mf. L1 ED 429 983

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Regional Planning

Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
8p. 1mf. L1 ED 429 763

Regional Schools

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

Regular and Special Education Relationship

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Weaving Tapestries of Inclusion: Seven Threads To Strengthen

Teachers.
24p. 1mf. L1 ED 429 836

What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?
19p. 1mf. L1 ED 429 823

Scientific Literacy

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Scientific Principles

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?
19p. 1mf. L1 ED 429 823

Scientific Research

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Scientists

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

Scores

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

Scoring

When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
20p. 1mf. L1 ED 430 049

Screen Design (Computers)

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

Search Strategies

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Searching the Web: Expert-Novice Differences in a Problem Solving Context.
23p. 1mf. L1 ED 429 619

Second Language Instruction

American Sign Language as a Foreign Language. ERIC Digest.

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

Arkansas Social Studies Curriculum Framework 1997.
21p. 1mf. L1 ED 429 904

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
62p. 1mf. L1 ED 429 901

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
274p. 3mf. L1 ED 429 902

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

Colorado Model Content Standards: Reading & Writing.
22p. 1mf. L1 ED 429 268

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. 2mf. L1 ED 429 979

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

Standards for Primary-Grade Reading: An Analysis of State Frameworks.
32p. 1mf. L1 ED 429 271

State Universities

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Statewide Planning

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
33p. 1mf. L1 ED 429 505

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Statistical Bias

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
63p. 1mf. L1 ED 429 845

Statistical Data

Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Teacher Education

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
26p. 1mf. L1 ED 429 922

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

How Technology Education Transforms Teachers' Perspectives of Their Profession.
30p. 1mf. L2 ED 429 586

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.
24p. 1mf. L1 ED 429 836

Teacher Education in the People's Republic of China. International Studies in Education.
88p. 1mf. L2 ED 429 852

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

Underemployment

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Undergraduate Students

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

Gender Role Differences in Students of Single-Parent and Intact Families.
9p. 1mf. L2 ED 429 702

Undergraduate Study

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

Unions

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. 4mf. L1 ED 429 960

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

United States

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

United States History

The 'Amistad' Case. Lesson Plan.
31p. 1mf. L1 ED 429 855

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
54p. 1mf. L2 ED 429 880

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

Units of Study

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

Universities

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Urban Problems

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Urban Schools

Big City Resource Inequalities: The Philadelphia Story.
27p. 1mf. L1 ED 430 055

Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

Academic Aspiration

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

Academic Failure

Some Students Don't Want To Read.
10p. 1mf. L1 ED 429 282

Academic Freedom

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Academic Libraries

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

Beginning Reading

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Phonics Plus, Book A (Levels K-1).
103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Text Matters in Learning to Read.
28p. 1mf. L1 ED 429 270

Beginning Teacher Induction

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Peer Assistance & Peer Review. An AFT/NEA Handbook.
106p. 2mf. L1 ED 429 978

Beginning Teachers

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
33p. 1mf. L1 ED 429 964

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

Behavior Development

The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
376p. 0mf. L3 ED 429 677

Behavior Disorders

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.
8p. 1mf. L1 ED 429 741

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
36p. 1mf. L1 ED 429 411

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Behavior Modification

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

Behavior Patterns

19p. 1mf. L1 ED 429 469

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
20p. 1mf. L1 ED 429 506

College Freshmen

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

College Governing Councils

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

College Instruction

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Internet Assisting EFL Writing Learning: From Learners' Perspective.
21p. 1mf. L2 ED 429 460

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Linking Research and Teaching in Qualitative Courses.
30p. 1mf. L1 ED 429 495

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

College Mathematics

A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
141p. 2mf. L1 ED 429 634

College Outcomes Assessment

Analytic Framework of Institutional Support for Student Assessment.
52p. 1mf. L1 ED 429 517

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

447.
48p. 1mf. L2 ED 429 939

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
33p. 1mf. L1 ED 429 964

Cooperation

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

Cooperative Education

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
13p. 1mf. L1 ED 430 023

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Cooperative Learning

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Cooperative Planning

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

Cooperative Programs

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Reasons for Hope. Promising Practices from the Campus Diversity

Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.
48p. 1mf. L1 ED 429 355

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

Discipline

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Discourse Analysis

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

Discourse Modes

Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.
30p. 1mf. L1 ED 429 291

Discussion (Teaching Technique)

When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
23p. 1mf. L1 ED 429 953

Distance Education

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
11p. 1mf. L1 ED 429 795

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

Convenient Distance Education Training in Technology.

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
470p. 0mf. L3 ED 429 350

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Trends in Technology Education in Asia and Their Implications for New Zealand.
15p. 1mf. L1 ED 429 208

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
296p. 4mf. L1 ED 429 218

Educational Principles

Instructional Design for the 21st Century: Towards a New Conceptual Framework.
11p. 1mf. L1 ED 429 583

One Size Fits Few: The Folly of Educational Standards.
154p. 0mf. L3 ED 429 369

Educational Quality

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. 2mf. L1 ED 429 979

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

Educational Research

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Toward an Understanding Life History Research.
31p. 1mf. L1 ED 429 956

Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
17p. 1mf. L1 ED 429 580

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.
32p. 1mf. L1 ED 429 847

Educational Resources

1001 of the Best Internet Sites for Educators. K-College.
271p. 3mf. L2 ED 429 560

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Family Day Care

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
9p. 1mf. L1 ED 429 676

How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .
0p. 0mf. L3 ED 429 659

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Safety Hazards in Child Care Settings. CPSC Staff Study.
6p. 1mf. L1 ED 429 727

Family Environment

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

Family Income

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Family Influence

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Family Involvement

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Family Literacy

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Family Programs

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Family School Relationship

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Family Structure

Gender Role Differences in Students of Single-Parent and Intact

Students.
18p. 1mf. L1 ED 429 850

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
24p. 1mf. L1 ED 429 630

High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
31p. 1mf. L1 ED 430 043

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.
24p. 1mf. L1 ED 430 025

High Schools

Breaking Ranks: A High School Restructuring Initiative.
25p. 1mf. L1 ED 429 351

High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
9p. 1mf. L1 ED 429 326

Higher Education

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.
27p. 1mf. L1 ED 429 518

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

Rank and Degree in Czech Universities.
8p. 1mf. L1 ED 429 475

Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
288p. 3mf. L1 ED 429 510

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

What's the Difference? A Review of Contemporary Research on the

Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Interior Design

Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).
28p. 1mf. L2 ED 429 425

Interlanguage

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

International Communication

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

International Cooperation

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

International Educational Exchange

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

International Programs

International Distance Education: The Digital Communities Project.
12p. 1mf. L1 ED 429 504

International Relations

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Internet

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. 1mf. L1 ED 429 305

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

Internet Assisting EFL Writing Learning: From Learners' Perspective.
21p. 1mf. L2 ED 429 460

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Reflection on the Listening Process.)
72p. 1mf. L1 ED 429 328

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

Listening Skills

A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of Reflection on the Listening Process.)
72p. 1mf. L1 ED 429 328

Speaking and Listening to Your Child! Ten Fun and Easy Tips.
17p. 1mf. L1 ED 429 327

Literacy

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Literacy Development: A Story of Community Support.
10p. 1mf. L1 ED 429 314

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Some Students Don't Want To Read.
10p. 1mf. L1 ED 429 282

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Literacy Education

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Literacy Development: A Story of Community Support.
10p. 1mf. L1 ED 429 314

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
10p. 1mf. L1 ED 429 235

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

National Standards

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

National Surveys

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
63p. 1mf. L1 ED 429 845

Natural Resources

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Navajo (Nation)

Systemic Thinking To Support Dine Education.
6p. 1mf. L1 ED 429 755

Navigation (Information Systems)

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Needs Assessment

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Where Have All the Principals Gone?
9p. 1mf. L1 ED 429 368

Neighborhoods

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Neurological Impairments

Preschool Teachers

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Examination of Preschool Teachers' Biased Perception on Gender Differences.
36p. 1mf. L1 ED 429 711

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.
38p. 1mf. L1 ED 429 728

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
42p. 1mf. L1 ED 429 660

Preservice Teacher Education

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
294p. 0mf. L3 ED 429 935

Establishing Research-Based Knowledge in Teacher Education.
26p. 1mf. L1 ED 429 969

Mapping Education for the New Millennium: A UI Perspective.
13p. 1mf. L1 ED 429 952

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Teachers for the South: Pedagogy and Educationists in the University of Tennessee, 1844-1995. History of Schools and Schooling, Volume 6.
296p. 0mf. L3 ED 429 982

When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.
21p. 1mf. L1 ED 429 962

Preservice Teachers

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

School Membership.
23p. 1mf. L1 ED 429 387

Relevance (Education)

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.
13p. 1mf. L2 ED 429 843

Reliability

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Religion

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Religion Studies

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Religious Education

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Remedial Instruction

College Remediation: What It Is, What It Costs, What's At Stake.
35p. 1mf. L1 ED 429 525

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Remedial Reading

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Research Design

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Research Libraries

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Research Methodology

Co-Operative Education: Challenges of Qualitative Research on

4p. 1mf. L1 ED 429 464

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Second Language Learning

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Second Language Programs

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

Second Languages

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
19p. 1mf. L1 ED 429 452

New Horizons in Education, No. 39.
164p. 2mf. L1 ED 429 454

A New Model of Teaching Pedagogy in CHISEL for the 21th Century.
10p. 1mf. L1 ED 429 450

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
117p. 0mf. L3 ED 429 453

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Secondary Education

Teaching for Meaningful Understanding: A School-Based Science

Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
288p. 3mf. L1 ED 429 510

Statistics

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Story Telling

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Strategic Planning

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Stress Variables

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

Structural Analysis (Linguistics)

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Student Adjustment

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
22p. 1mf. L1 ED 429 512

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Opening Borders.
29p. 1mf. L1 ED 429 468

Student Attitudes

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
151p. 2mf. L1 ED 429 671

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?

What Changes Occurred?--An In-service Course Focused on Museum
Education for Taiwanese Science Teachers.
22p. 1mf. L1 ED 429 822

Teacher Education Programs

The Reflection of CEC Standards Included in Student Teaching
Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

Ten Years of Distance Learning: Changing To Meet Geographical,
Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Teacher Effectiveness

Culture and Educational Experiences Influence American and
Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Extended Learning and Family Involvement Issues: Proceedings
from the Lightspan Achieve Now Education Summit (New Orleans,
Louisiana, January 10, 1999).
26p. 1mf. L2 ED 429 716

The Goals of Effective Pre-Service Teacher Education Candidates:
A Longitudinal Study.
21p. 1mf. L1 ED 429 967

Ideas from the Other Side of the Desk: Student Evaluations.
8p. 1mf. L1 ED 429 869

Multicultural Reflection.
21p. 1mf. L1 ED 429 983

Orchestrating the Sound of Music: Analysis and Design of a
University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade
Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Teacher Employment

Teacher Education Follow-Up Study, 1999.
24p. 1mf. L1 ED 429 965

Teacher Employment Benefits

Fiscal Year 1999 Salary Survey Report for the Illinois Public
Community Colleges.
51p. 1mf. L1 ED 429 638

Teacher Empowerment

SAM: A Student Achievement Model Designed To Empower Teachers
and Increase Student Achievement through Action Research.
19p. 1mf. L1 ED 430 015

Teacher Improvement

Actual Schools, Possible Practices. New Directions in
Professional Development.
45p. 1mf. L1 ED 429 980

The Maturing of a Profession: An Overview of Workplace Education
Practitioner Development Opportunities = Une Profession en Plein
Essor: Un apercu des possibilites de perfectionnement offertes
aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

Peer Review of Teachers. ERIC Digest, Number 126.
3p. 1mf. L1 ED 429 343

Teacher Action Research as Professional Development in Schools:

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

A Nation Still at Risk.
4p. 1mf. L1 ED 429 988

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
106p. 2mf. L1 ED 430 062

Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
33p. 1mf. L1 ED 429 964

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
30p. 1mf. L1 ED 430 063

Urban Teaching

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

Urban Youth

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Validity

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Values Education

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
30p. 1mf. L1 ED 429 811

An Integrated Approach to Character Education.
179p. 2mf. L2 ED 429 860

Violence

Annual Report on School Violence, 1997-98.
76p. 1mf. L1 ED 429 342

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

Academic Persistence

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Academic Rank (Professional)

Rank and Degree in Czech Universities.
8p. 1mf. L1 ED 429 475

Academic Standards

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

Arkansas Social Studies Curriculum Framework 1997.
21p. 1mf. L1 ED 429 904

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
62p. 1mf. L1 ED 429 901

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
274p. 3mf. L1 ED 429 902

Curriculum Summaries, Second Edition.
35p. 1mf. L1 ED 429 841

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. 2mf. L1 ED 429 979

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

The New Accountability. CPRE Policy Brief.
14p. 1mf. L1 ED 429 336

One Size Fits Few: The Folly of Educational Standards.
154p. 0mf. L3 ED 429 369

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Principles and Standards for School Mathematics: Discussion Draft.
335p. 4mf. L2 ED 429 844

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

The Wasting of a People. The Philosophy and Practice of American

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

Behavior Problems

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.
38p. 1mf. L1 ED 429 728

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Behavior Theories

Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.
8p. 1mf. L1 ED 429 741

Beliefs

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Bias

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Biblical Literature

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Bilingual Education

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
117p. 0mf. L3 ED 429 453

Bilingual Education Programs

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Bilingual Students

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

Bilingualism

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

College Planning

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

College Programs

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

College Role

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

College School Cooperation

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

Collaborative Research and Evaluation in French Teacher Education.
14p. 1mf. L1 ED 429 984

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
294p. 0mf. L3 ED 429 935

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

School-College Collaboration: One College, Many Partners.
27p. 1mf. L1 ED 429 933

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Teacher-Researchers: One Year Later.
21p. 1mf. L2 ED 429 938

College Students

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in

Initiative.
41p. 1mf. L1 ED 429 513

Coordination

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

Coping

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

Correctional Education

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Correctional Institutions

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Correctional Rehabilitation

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Correlation

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. 1mf. L1 ED 429 986

Cost Effectiveness

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Counseling

Alabama Counseling Association Journal, 1998-1999.
140p. 2mf. L1 ED 429 245

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

Counselor Client Relationship

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.

5p. 1mf. L1 ED 429 777

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
24p. 1mf. L1 ED 429 630

Giving Psychology Away through Technology-Based Distance Instruction.
10p. 1mf. L1 ED 429 558

High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.
31p. 1mf. L1 ED 430 043

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

International Distance Education: The Digital Communities Project.
12p. 1mf. L1 ED 429 504

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.
248p. 0mf. L3 ED 429 597

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
9p. 1mf. L1 ED 429 778

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

4p. 1mf. L1 ED 429 593

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Resources in Education (RIE). Volume 34, Number 9.
0p. 0mf. L2 ED 429 167

Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.
33p. 1mf. L1 ED 429 176

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.
47p. 1mf. L1 ED 430 068

Educational Sociology

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

Educational Strategies

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

Educational Technology

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

Chi-Square Statistics, Tests of Hypothesis and Technology.
26p. 1mf. L1 ED 430 044

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Constructing a Virtual University Paradigm: The University of North Carolina at Wilmington.
18p. 1mf. L1 ED 429 503

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
24p. 1mf. L1 ED 429 630

Giving Psychology Away through Technology-Based Distance Instruction.
10p. 1mf. L1 ED 429 558

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Managing Technology Funding: Best Practices for Alberta School

Families.
9p. 1mf. L2 ED 429 702

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Family Work Relationship

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Fear

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

Federal Aid

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
369p. 4mf. L1 ED 429 507

Federal Legislation

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.
61p. 1mf. L1 ED 429 380

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Federal Programs

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Ed-Flex Program: Increase in Flexibility Useful but Limited by

Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Hispanic Americans

Celebratory Socialization: Welcoming Latino Students to College.
27p. 1mf. L1 ED 429 523

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

History

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

History Instruction

The 'Amistad' Case. Lesson Plan.
31p. 1mf. L1 ED 429 855

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.
23p. 1mf. L1 ED 429 874

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

Home Programs

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Home Visits

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

Homeless People

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Homeowners

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 593

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

The News: July 1996-Spring 1999.
214p. 3mf. L1 ED 429 631

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Interpersonal Competence

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Interpersonal Relationship

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Interpretive Skills

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

Interrater Reliability

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
117p. 0mf. L3 ED 429 453

Literary Genres

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Literature Appreciation

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.
10p. 1mf. L1 ED 429 294

Literature Reviews

The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
17p. 1mf. L1 ED 429 333

Loan Default

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
369p. 4mf. L1 ED 429 507

Local History

Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.
71p. 1mf. L1 ED 429 853

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.
0p. 0mf. L3 ED 429 313

Local Issues

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Logical Thinking

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Long Range Planning

Scenario Planning at College of Marin.
33p. 1mf. L2 ED 429 641

Longitudinal Studies

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Low Achievement

The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Low Income

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. 1mf. L1 ED 429 397

Non Western Civilization

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Singapore: A History of the Lion City.
104p. 2mf. L2 ED 429 921

Nonformal Education

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Nontraditional Education

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
34p. 1mf. L1 ED 429 365

The Efficacy of Teacher Education in an Alternative Program.
30p. 1mf. L1 ED 429 972

Nontraditional Students

Learning Community/Title III Project.
15p. 1mf. L1 ED 429 643

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Nonverbal Communication

Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.
22p. 1mf. L1 ED 429 324

Opening Borders.
29p. 1mf. L1 ED 429 468

Novels

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Number Concepts

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.
13p. 1mf. L2 ED 429 843

Objectives

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.
21p. 1mf. L1 ED 429 967

Observational Learning

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.
24p. 1mf. L1 ED 429 836

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

Pretests Posttests

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

Prevention

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.
118p. 0mf. L3 ED 429 242

Student Truancy. ERIC Digest, Number 125.
3p. 1mf. L1 ED 429 334

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Primary Education

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Primary Sources

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

Learning in the Workplace.
13p. 1mf. L1 ED 430 023

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.
42p. 1mf. L1 ED 429 459

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
28p. 1mf. L1 ED 430 041

Linking Research and Teaching in Qualitative Courses.
30p. 1mf. L1 ED 429 495

New Perspectives on Evaluating Professional Development.
25p. 1mf. L1 ED 430 024

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Research Needs

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.
32p. 1mf. L1 ED 429 847

Research Reports

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

Research Skills

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Researchers

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

Resentment

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

Resilience (Personality)

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Resource Allocation

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

New York State of Mind? Higher Education vs. Prison Funding in

and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Secondary School Curriculum

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Secondary School Mathematics

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Secondary School Science

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

Secondary School Students

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Secondary School Teachers

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Secondary Schools

Organizational Cultures of Excellent Schools in Hong Kong.
32p. 1mf. L1 ED 429 866

Self Concept

The Construction of the Self: A Developmental Perspective.
413p. 0mf. L3 ED 429 699

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Self Determination

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Self Efficacy

Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.
59p. 1mf. L1 ED 429 976

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

9p. 1mf. L1 ED 429 870
Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.

12p. 1mf. L1 ED 429 472
Early Childhood Pre-Service Teachers' Beliefs in Taiwan.

35p. 1mf. L1 ED 429 733
The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.

20p. 1mf. L1 ED 429 491
The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.

8p. 1mf. L1 ED 429 797
Examining Both Race and Gender in the Experiences of African American College Women.

17p. 1mf. L1 ED 429 487
Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.

23p. 1mf. L1 ED 429 286
Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.

24p. 1mf. L1 ED 429 630
First Year University in Retrospect: The Voices of Rural Students.

12p. 1mf. L1 ED 429 791
High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.

31p. 1mf. L1 ED 430 043
How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?

12p. 1mf. L1 ED 429 781
Identification of Barriers That Confront Rural Students Entering the University System.

10p. 1mf. L1 ED 429 796
Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.

18p. 1mf. L2 ED 429 280
Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.

137p. 2mf. L1 ED 429 279
The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.

19p. 1mf. L1 ED 429 625
The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.

25p. 1mf. L1 ED 429 277
Rural Students Continuing Their Studies in University Contexts.

12p. 1mf. L1 ED 429 792
Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.

25p. 1mf. L1 ED 429 496
Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.

7p. 1mf. L1 ED 429 335
A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.

141p. 2mf. L1 ED 429 634
A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.

Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
20p. 1mf. L1 ED 429 959

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Teacher Influence

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
23p. 1mf. L1 ED 429 953

Teacher Made Tests

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Teacher Morale

Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.
45p. 1mf. L1 ED 429 359

Teacher Participation

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
41p. 1mf. L1 ED 429 977

Teacher Qualifications

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Teacher Recruitment

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Teacher Researchers

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
20p. 1mf. L1 ED 429 959

Teacher-Researchers: One Year Later.
21p. 1mf. L2 ED 429 938

Teacher Responsibility

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Teacher Retirement

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Virtual Reality

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

Visual Arts

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Visual Impairments

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
7p. 1mf. L1 ED 429 786

Visual Perception

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Visual Stimuli

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Vocabulary Development

Build Your Child's Vocabulary! Ten Fun and Easy Tips.
17p. 1mf. L1 ED 429 307

Vocabulary Skills

Build Your Child's Vocabulary! Ten Fun and Easy Tips.
17p. 1mf. L1 ED 429 307

Vocational Education

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
154p. 2mf. L1 ED 429 337

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.

Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Acceleration (Education)

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Access to Education

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

Access to Information

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Accessibility (for Disabled)

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

Accountability

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Colorado Charter Schools Evaluation Study: The Characteristics,

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

Biology

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Black Colleges

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Black Culture

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Black Education

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

Black History

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
54p. 1mf. L2 ED 429 880

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Black Literature

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Black Students

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.
7p. 1mf. L1 ED 429 300

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.

Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

Celebratory Socialization: Welcoming Latino Students to College.
27p. 1mf. L1 ED 429 523

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

Do Computers Enhance or Detract from Student Learning?
20p. 1mf. L1 ED 429 592

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.
20p. 1mf. L1 ED 429 491

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

The Effects of Mentoring At-Risk Female College Students.
80p. 1mf. L1 ED 429 261

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
24p. 1mf. L1 ED 429 630

From Lecture Hall to Job Centre. Life as a Student in Germany.
17p. 1mf. L1 ED 429 508

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

College Transfer Students

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

Colonialism

36p. 1mf. L1 ED 429 190

Counselor Role

A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.
29p. 1mf. L1 ED 429 255

Texas School Counseling and Guidance Programs. Case Studies Report.
172p. 2mf. L1 ED 429 241

Texas School Counseling and Guidance Programs. Final Study Report.
89p. 1mf. L1 ED 429 240

Counselor Training

Confronting Prejudice and Racism during Multicultural Training.
219p. 3mf. L2 ED 429 247

Supervision Strategies for the First Practicum. Second Edition.
240p. 3mf. L2 ED 429 248

Counties

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

NC Data Guide to Child Well-being, 1998.
164p. 2mf. L1 ED 429 690

Course Descriptions

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

Course Evaluation

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.
42p. 1mf. L1 ED 429 459

Experiences in Virtual Teaching.
6p. 1mf. L1 ED 429 539

Ideas from the Other Side of the Desk: Student Evaluations.
8p. 1mf. L1 ED 429 869

Courses

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
20p. 1mf. L1 ED 429 506

Courseware

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. 1mf. L1 ED 429 530

Authoring Tools for Courseware on WWW: The W3Lessonware Project.
6p. 1mf. L1 ED 429 547

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Interface Design Issues for Web-Based Collaborative Learning Systems.

Validating Factors That Impact on the Success of Distance Learning Initiatives.
22p. 1mf. L1 ED 429 595

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.
14p. 1mf. L1 ED 429 499

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Diversity (Student)

The Differentiated Classroom. Responding to the Needs of all Learners.
145p. 2mf. L2 ED 429 944

The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
38p. 1mf. L1 ED 429 973

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Reasons for Hope. Promising Practices from the Campus Diversity Initiative.
41p. 1mf. L1 ED 429 513

Teacher Thinking and Student Diversity.
31p. 1mf. L1 ED 429 947

Divorce

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Doctoral Degrees

Rank and Degree in Czech Universities.
8p. 1mf. L1 ED 429 475

Dropout Prevention

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.
34p. 1mf. L1 ED 429 365

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
47p. 1mf. L1 ED 429 362

Dropout Research

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
47p. 1mf. L1 ED 429 362

Dropouts

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

Drug Abuse

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Drug Legislation

New York State of Mind? Higher Education vs. Prison Funding in

Jurisdictions.
26p. 1mf. L1 ED 429 570

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.
301p. 0mf. L3 ED 429 598

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
19p. 1mf. L1 ED 429 950

Using Technology To Enhance Early Childhood Teacher Preparation.
11p. 1mf. L1 ED 429 672

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Educational Television

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Educational Trends

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Trends in Technology Education in Asia and Their Implications for New Zealand.
15p. 1mf. L1 ED 429 208

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Educationally Disadvantaged

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

Electrical Systems

Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. 1mf. L1 ED 429 367

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

Feedback

Motivational Effects of the Informativeness of Feedback.
9p. 1mf. L1 ED 430 034

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Females

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

The Effects of Mentoring At-Risk Female College Students.
80p. 1mf. L1 ED 429 261

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
28p. 1mf. L1 ED 430 041

Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.
36p. 1mf. L1 ED 429 985

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Fiction

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
28p. 1mf. L1 ED 430 041

Field Experience Programs

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. 1mf. L1 ED 429 948

Film Study

La cultura popular anglofona en el curriculum del ingles a nivel

Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Homework

You Can Help Your Child with Homework! Ten Fun and Easy Tips and Usted puede ayudar a sus hijos con la tarea! Diez sugerencias faciles y divertidas.
33p. 1mf. L1 ED 429 306

Homogeneous Grouping

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

Homophobia

No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
22p. 1mf. L1 ED 429 252

Homosexuality

No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
22p. 1mf. L1 ED 429 252

Human Geography

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Hunger

Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
242p. 3mf. L1 ED 429 884

Hyperactivity

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Hypermedia

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.
23p. 1mf. L1 ED 430 006

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
23p. 1mf. L1 ED 430 007

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Using Intergenerational Communities To Develop a Special

When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
20p. 1mf. L1 ED 430 049

Intervention

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Introductory Courses

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

Item Banks

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Computerized Classification Testing under Practical Constraints with a Polytomous Model.
17p. 1mf. L1 ED 430 032

Item Bias

Decomposition of DIF Effects for Polytomous Items.
26p. 1mf. L1 ED 429 999

Item Response Theory

Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.
37p. 1mf. L1 ED 430 050

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

IRT Design for the School Achievement Indicators Program (SAIP).
15p. 1mf. L1 ED 430 040

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.
50p. 1mf. L1 ED 429 998

Japanese

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
19p. 1mf. L1 ED 429 452

Job Application

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Job Placement

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Low Income Groups

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Majors (Students)

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Males

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
39p. 1mf. L1 ED 430 065

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Managerial Occupations

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Map Skills

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Marketing

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Master Teachers

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Mastery Tests

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Material Development

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. 1mf. L1 ED 429 530

Authoring Tools for Courseware on WWW: The W3Lessonware Project.
6p. 1mf. L1 ED 429 547

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

The Role of Siblings in the Development of Imitation.
9p. 1mf. L1 ED 429 717

Occupational Information

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.
29p. 1mf. L1 ED 429 255

Oceanography

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

Official Languages

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

One Parent Family

Gender Role Differences in Students of Single-Parent and Intact Families.
9p. 1mf. L2 ED 429 702

Online Searching

On the Use of Librarians Selection Routines in Web Search.
8p. 1mf. L1 ED 429 549

Searching the Web: Expert-Novice Differences in a Problem Solving Context.
23p. 1mf. L1 ED 429 619

Online Systems

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

Principals

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Where Have All the Principals Gone?
9p. 1mf. L1 ED 429 368

Privacy

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Private Colleges

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

Private Schools

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Privatization

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Problem Solving

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Effectively Teaching Critical Thinking Skills to High School Students.
18p. 1mf. L1 ED 429 850

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Math Mountain Sampler.
35p. 1mf. L1 ED 429 842

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Productivity

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
20p. 1mf. L1 ED 429 506

Professional Development

the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
30p. 1mf. L1 ED 430 063

Resource Centers

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Resource Materials

1001 of the Best Internet Sites for Educators. K-College.
271p. 3mf. L2 ED 429 560

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Responses

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Responsibility

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Retirement Benefits

History of Benefit Improvements, '37-'97.
30p. 1mf. L1 ED 429 971

Improving Service into the 21st Century. A Strategic Plan for the Teacher Retirement System of Texas 1999-2003.
135p. 2mf. L1 ED 429 966

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Rhetoric

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Risk

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Robustness (Statistics)

Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.
50p. 1mf. L1 ED 429 998

Role Conflict

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Role Perception

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.

Self Esteem

The Construction of the Self: A Developmental Perspective.
413p. 0mf. L3 ED 429 699

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Self Evaluation (Individuals)

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

Semantics

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Semiotics

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Service Learning

"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.
26p. 1mf. L1 ED 429 922

Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
154p. 2mf. L1 ED 429 337

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

The Construction of Meaning: Learning from Service Learning.
27p. 1mf. L1 ED 429 923

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
23p. 1mf. L2 ED 429 849

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. 1mf. L1 ED 429 926

The News: July 1996-Spring 1999.
214p. 3mf. L1 ED 429 631

Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.
33p. 1mf. L1 ED 429 176

Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.
8p. 1mf. L1 ED 429 927

Services

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

24p. 1mf. L1 ED 429 820

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.
24p. 1mf. L1 ED 430 025

Student Attrition

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

Student Behavior

Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.
37p. 1mf. L1 ED 429 865

Student Certification

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Student Characteristics

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. 1mf. L1 ED 429 397

Student Developed Materials

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Student Development

Comprehensive Student Development Curriculum. Elementary School.
290p. 3mf. L1 ED 429 236

Comprehensive Student Development Curriculum. High School.
290p. 3mf. L1 ED 429 238

Comprehensive Student Development Curriculum. Middle School.
281p. 3mf. L1 ED 429 237

Comprehensive Student Development Curriculum. Postsecondary School.
352p. 4mf. L1 ED 429 239

Critical Thinking for the New Millennium: A Pedagogical Imperative.
8p. 1mf. L1 ED 429 913

The Graying of the Faculty in the UW System.
43p. 1mf. L1 ED 429 522

History of Benefit Improvements, '37-'97.
30p. 1mf. L1 ED 429 971

Improving Service into the 21st Century. A Strategic Plan for the Teacher Retirement System of Texas 1999-2003.
135p. 2mf. L1 ED 429 966

Teacher Role

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

The Significance of Theoretical Training for Critical Thinking.
14p. 1mf. L1 ED 429 875

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

The Writing Teacher's Second Self.
15p. 1mf. L1 ED 429 288

Teacher Salaries

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

Teacher Selection

The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
38p. 1mf. L1 ED 429 973

Teacher Shortage

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Teacher Student Ratio

Class Size.
79p. 1mf. L1 ED 429 349

Teacher Student Relationship

Biotechnology Works!

13p. 1mf. L1 ED 429 184

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
13p. 1mf. L1 ED 429 183

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Tech Prep Taiwan-Style. Fastback 449.
50p. 1mf. L2 ED 429 175

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Trends in Technology Education in Asia and Their Implications for New Zealand.
15p. 1mf. L1 ED 429 208

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Vocational Education Teachers

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

Vocational High Schools

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Vowels

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Wages

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

War

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Water Pollution

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

Water Quality

Status and Student Achievement Data of Colorado Charter Schools, 1998.
217p. 3mf. L1 ED 429 345

The New Accountability. CPRE Policy Brief.
14p. 1mf. L1 ED 429 336

Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United Church of Christ (Moncure, North Carolina).
30p. 1mf. L1 ED 429 726

Accreditation (Institutions)

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

Accrediting Agencies

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Achievement

A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
24p. 1mf. L1 ED 429 820

Achievement Gains

Longitudinal Study of the Reading Recovery Program, 1994-1998.
27p. 1mf. L1 ED 430 067

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Achievement Tests

The Assessment of Student Achievement: The Hundred Years War.
16p. 1mf. L1 ED 430 009

A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.
11p. 1mf. L1 ED 430 013

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
41p. 1mf. L1 ED 430 018

IRT Design for the School Achievement Indicators Program (SAIP).
15p. 1mf. L1 ED 430 040

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

Action Research

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. 1mf. L1 ED 429 963

SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.

39p. 1mf. L1 ED 430 065

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

Blacks

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
54p. 1mf. L2 ED 429 880

Blindness

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Block Scheduling

The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
17p. 1mf. L1 ED 429 333

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

Board of Education Role

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

Boarding Schools

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

Body Image

Workshop on Body Image: Creating or Reinventing a Positive Body Image.
17p. 1mf. L1 ED 429 961

Book Reviews

American Reference Books Annual 1999. Volume 30.
732p. 0mf. L3 ED 429 607

Bullying

Parental Style: And How It May Influence a Child's Role in Bullying.
6p. 1mf. L1 ED 429 731

Burmese Culture

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Business Communication

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

Business Education

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

Communication (Thought Transfer)

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Communication Skills

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

Colorado Model Content Standards: Reading & Writing.
22p. 1mf. L1 ED 429 268

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

Speaking and Listening to Your Child! Ten Fun and Easy Tips.
17p. 1mf. L1 ED 429 327

Community Action

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Community Based Instruction (Disabilities)

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
32p. 1mf. L1 ED 429 376

Community Characteristics

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Community Colleges

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

8p. 1mf. L1 ED 429 538

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

Court Litigation

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Creative Activities

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Read Arizona.
402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Creative Art

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
9p. 1mf. L1 ED 429 870

Creative Development

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Creative Writing

The Biology Classroom: A Natural Place for Narrative.
11p. 1mf. L1 ED 429 293

Creativity

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
62p. 1mf. L1 ED 429 901

Creativity in Adulthood. ERIC Digest No. 204.
4p. 1mf. L1 ED 429 186

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Creoles

Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Early Adolescents

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

Early Childhood Education

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
66p. 1mf. L1 ED 429 736

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Using Technology To Enhance Early Childhood Teacher Preparation.
11p. 1mf. L1 ED 429 672

Early Identification

Hearing Loss in Children: Delayed Speech and Language Information Packet.
41p. 1mf. L1 ED 429 406

Early Intervention

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.
32p. 1mf. L1 ED 429 376

Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?
7p. 1mf. L1 ED 429 283

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
36p. 1mf. L1 ED 429 411

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Longitudinal Study of the Reading Recovery Program, 1994-1998.
27p. 1mf. L1 ED 430 067

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Early Parenthood

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

Electronic Classrooms

The Death of the Classroom, Learning Cycles and Roger Schank.
5p. 1mf. L1 ED 429 434

Electronic Equipment

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Electronic Mail

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

Elementary Education

Opportunities for ICT in the Primary School.
250p. 0mf. L3 ED 429 596

Where Have All the Principals Gone?
9p. 1mf. L1 ED 429 368

Elementary School Curriculum

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

Elementary School Mathematics

When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
23p. 1mf. L1 ED 429 953

Elementary School Science

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Elementary School Students

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.

superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Finance Reform

Big City Resource Inequalities: The Philadelphia Story.
27p. 1mf. L1 ED 430 055

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

Financial Support

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Libraries and Andrew Carnegie's Challenge.
12p. 1mf. L1 ED 429 621

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

State Funding of Head Start.
7p. 1mf. L1 ED 429 703

Student Health Partnership Planning Guide: 1999-2000.
51p. 1mf. L1 ED 429 724

Fine Arts

Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.
12p. 1mf. L1 ED 429 917

Flexible Progression

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Flexible Scheduling

The Four-Day School Week. Revised.
13p. 1mf. L1 ED 429 344

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

Flexible working Hours

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Focus Groups

Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Folk Culture

Defining Traditional Forms of Communication in Nigerian Culture

Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Hypothesis Testing

Chi-Square Statistics, Tests of Hypothesis and Technology.
26p. 1mf. L1 ED 430 044

Identification

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

Illiteracy

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Illustrations

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Imitation

The Role of Siblings in the Development of Imitation.
9p. 1mf. L1 ED 429 717

Immigrants

Citizenship Handbook.
159p. 2mf. L1 ED 429 466

Opening Borders.
29p. 1mf. L1 ED 429 468

Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
7p. 1mf. L1 ED 429 701

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Incentive Grants

Bringing Out the Best in All Our Students. Partnerships/Goals 2000, Consortia Addressing Statewide Systemic Issues (CASSI) Grants and Local Improvement (LIG) Grants Progress Reports, 1995-1998.
232p. 3mf. L1 ED 429 347

Incidence

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

Inclusive Schools

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
36p. 1mf. L1 ED 429 190

Job Satisfaction

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.
22p. 1mf. L1 ED 429 954

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Job Search Methods

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Job Skills

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

Job Training

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Participants' Perceptions of Employability Skills Learned in a Community College Job Readiness Program.
195p. 2mf. L1 ED 429 655

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
7p. 1mf. L1 ED 429 745

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Journal Writing

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Teaching Learning Theories Via the Web.
14p. 1mf. L1 ED 429 554

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

Mathematical Aptitude

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Mathematical Models

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
185p. 2mf. L1 ED 429 801

Mathematics

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Mathematics Achievement

Gender Differences in Mathematics Performance.
16p. 1mf. L1 ED 429 818

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
63p. 1mf. L1 ED 429 845

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Mathematics Activities

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.

Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
19p. 1mf. L1 ED 429 950

Open Education

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
19p. 1mf. L1 ED 429 950

Oral History

Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.
0p. 0mf. L3 ED 429 313

Oral Interpretation

Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.
10p. 1mf. L1 ED 429 294

Oral Language

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Organizational Climate

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.
45p. 1mf. L1 ED 429 359

Organizational Effectiveness

Organizational Cultures of Excellent Schools in Hong Kong.
32p. 1mf. L1 ED 429 866

Organizational Objectives

Scenario Planning at College of Marin.
33p. 1mf. L2 ED 429 641

Organizations (Groups)

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

Outcome Based Education

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Outcomes of Education

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of

Actual Schools, Possible Practices. New Directions in Professional Development.
45p. 1mf. L1 ED 429 980

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Convenient Distance Education Training in Technology.
5p. 1mf. L1 ED 429 777

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.
14p. 1mf. L1 ED 430 022

New Perspectives on Evaluating Professional Development.
25p. 1mf. L1 ED 430 024

Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
8p. 1mf. L1 ED 429 763

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.
77p. 1mf. L1 ED 429 573

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
40p. 1mf. L1 ED 429 815

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
42p. 1mf. L1 ED 429 660

Professional Development Schools

8p. 1mf. L1 ED 429 783

Rural Areas

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
7p. 1mf. L1 ED 429 786

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Rural Education

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
11p. 1mf. L1 ED 429 795

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
7p. 1mf. L1 ED 429 786

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Multiple Disabilities: Is Rural Inclusion Possible?
6p. 1mf. L1 ED 429 785

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
8p. 1mf. L1 ED 429 763

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
9p. 1mf. L1 ED 429 778

What Is Ag-Ed?
7p. 1mf. L1 ED 429 799

Rural Family

Severe Disabilities

TASH Newsletter, 1997.
303p. 4mf. L1 ED 429 403

TASH Newsletter, 1998.
331p. 4mf. L1 ED 429 404

Sex Differences

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

Examination of Preschool Teachers' Biased Perception on Gender Differences.
36p. 1mf. L1 ED 429 711

Gender Differences in Mathematics Performance.
16p. 1mf. L1 ED 429 818

Gender Role Differences in Students of Single-Parent and Intact Families.
9p. 1mf. L2 ED 429 702

Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
376p. 0mf. L3 ED 429 677

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.
32p. 1mf. L1 ED 429 847

Sex Discrimination

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Sex Fairness

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Sex Role

Gender Role Differences in Students of Single-Parent and Intact Families.
9p. 1mf. L2 ED 429 702

Sex Stereotypes

Morality in Education.
19p. 1mf. L1 ED 429 878

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

Student Empowerment

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Student Evaluation

Analytic Framework of Institutional Support for Student Assessment.
52p. 1mf. L1 ED 429 517

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Developing and Integrating a Web-Based Quiz into the Curriculum.
7p. 1mf. L1 ED 429 531

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Student Evaluation of Teacher Performance

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Ideas from the Other Side of the Desk: Student Evaluations.
8p. 1mf. L1 ED 429 869

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

Student Experience

Biotechnology Works!
7p. 1mf. L1 ED 429 742

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

From Lecture Hall to Job Centre. Life as a Student in Germany.
17p. 1mf. L1 ED 429 508

Teacher Education in the People's Republic of China. International Studies in Education.
88p. 1mf. L2 ED 429 852

Student Interests

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Student Leadership

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

Student Loan Programs

7p. 1mf. L1 ED 429 742

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

Early Childhood Pre-Service Teachers' Beliefs in Taiwan.
35p. 1mf. L1 ED 429 733

Gender Differences in Mathematics Performance.
16p. 1mf. L1 ED 429 818

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of Reflection on the Listening Process.)
72p. 1mf. L1 ED 429 328

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.
14p. 1mf. L1 ED 429 835

The Writing Teacher's Second Self.
15p. 1mf. L1 ED 429 288

Teacher Surveys

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
22p. 1mf. L1 ED 429 582

Teachers

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
37p. 1mf. L1 ED 430 045

History of Benefit Improvements, '37-'97.
30p. 1mf. L1 ED 429 971

Toward an Understanding Life History Research.
31p. 1mf. L1 ED 429 956

Teachers With Disabilities

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Teaching (Occupation)

Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.
21p. 1mf. L1 ED 430 026

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. 1mf. L1 ED 429 734

Teaching Conditions

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Welfare Recipients

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Well Being

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
33p. 1mf. L1 ED 429 688

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. 3mf. L1 ED 429 670

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

NC Data Guide to Child Well-being, 1998.
164p. 2mf. L1 ED 429 690

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Womens Education

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Word Recognition

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Word Study Skills

The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
35p. 1mf. L1 ED 429 301

Work Experience

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
13p. 1mf. L1 ED 430 023

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Work Experience Programs

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Nebraska Work Based Learning Manual. Planning and Implementation

19p. 1mf. L1 ED 430 015

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.
20p. 1mf. L1 ED 429 959

Teacher-Researchers: One Year Later.
21p. 1mf. L2 ED 429 938

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Active Learning

An Integrated Approach to Character Education.
179p. 2mf. L2 ED 429 860

Adaptive Testing

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Adjustment (to Environment)

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

Administrative Problems

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

Administrator Attitudes

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Administrator Education

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

Administrator Responsibility

Where Have All the Principals Gone?
9p. 1mf. L1 ED 429 368

Administrators

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. 0mf. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Comparing Administrative Satisfaction in Public and Private

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

Calculators

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Canada Natives

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

Career Awareness

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

Career Choice

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

Career Counseling

NATCON Papers 1997 = Les Actes du CONAT 1997 . Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (23rd, Ottawa, Ontario, Canada, January 20-22, 1997).
282p. 3mf. L1 ED 429 250

NATCON Papers 1998 = Les Actes du CONAT 1998 . Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (24th, Ottawa, Ontario, Canada, January 26-28, 1998).
241p. 3mf. L1 ED 429 251

Career Development

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Career Education

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Comprehensive Student Development Curriculum. High School.
290p. 3mf. L1 ED 429 238

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Career Exploration

Comprehensive Student Development Curriculum. Elementary School.
290p. 3mf. L1 ED 429 236

Comprehensive Student Development Curriculum. Middle School.

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
4p. 1mf. L1 ED 429 633

Interdisciplinary Studies in the Community Colleges.
19p. 1mf. L1 ED 429 624

An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges.
194p. 2mf. L1 ED 429 649

The News: July 1996-Spring 1999.
214p. 3mf. L1 ED 429 631

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Community Development

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Community Involvement

Community Based Support Programs and Primary Prevention.
8p. 1mf. L1 ED 429 697

Iowa Festivals.
34p. 1mf. L1 ED 429 892

Community Organizations

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Criterion Referenced Tests

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

Critical Thinking

Critical Thinking for the New Millennium: A Pedagogical Imperative.
8p. 1mf. L1 ED 429 913

Effectively Teaching Critical Thinking Skills to High School Students.
18p. 1mf. L1 ED 429 850

The Significance of Theoretical Training for Critical Thinking.
14p. 1mf. L1 ED 429 875

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Cross Cultural Studies

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

Cross Cultural Training

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Cultural Awareness

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Opening Borders.
29p. 1mf. L1 ED 429 468

Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.
59p. 1mf. L1 ED 429 976

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Cultural Context

Changing Traditions in Germany's Public Schools. International Studies in Education Series.

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

Economic Development

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Economic Factors

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Editing

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Education Courses

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
11p. 1mf. L1 ED 429 795

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

Education Work Relationship

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Comprehensive Student Development Curriculum. Elementary School.
290p. 3mf. L1 ED 429 236

Comprehensive Student Development Curriculum. High School.
290p. 3mf. L1 ED 429 238

Comprehensive Student Development Curriculum. Middle School.
281p. 3mf. L1 ED 429 237

Comprehensive Student Development Curriculum. Postsecondary School.
352p. 4mf. L1 ED 429 239

Employment Experience and Other Characteristics of Youths:

11p. 1mf. L1 ED 430 013

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Elementary Schools

A Design Assessment Scale for Elementary Schools.
15p. 1mf. L1 ED 429 433

Elementary Secondary Education

New Horizons in Education, No. 39.
164p. 2mf. L1 ED 429 454

Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
17p. 1mf. L1 ED 429 580

The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Eligibility

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Emergent Literacy

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Emotional Development

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
36p. 1mf. L1 ED 429 411

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Emotional Disturbances

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.
36p. 1mf. L1 ED 429 411

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Promising Practices: Training Strategies for Serving Children

within the Context of Nonverbal Communication.
22p. 1mf. L1 ED 429 324

Food

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Food Service

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

Foreign Countries

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Foreign Policy

High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
9p. 1mf. L1 ED 429 326

Foreign Workers

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Formative Evaluation

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
95p. 1mf. L1 ED 429 331

Freedom of Information

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Freehand Drawing

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

French

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Francophone Minorities: Assimilation and Community Vitality =

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

Multiple Disabilities: Is Rural Inclusion Possible?
6p. 1mf. L1 ED 429 785

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

TASH Newsletter, 1997.
303p. 4mf. L1 ED 429 403

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
23p. 1mf. L1 ED 429 387

Independent Study

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.
161p. 2mf. L2 ED 429 886

Indexes

Resources in Education (RIE). Volume 34, Number 9.
0p. 0mf. L2 ED 429 167

Indigenous Populations

Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.
23p. 1mf. L1 ED 429 958

Individual Development

Comprehensive Student Development Curriculum. Elementary School.
290p. 3mf. L1 ED 429 236

Comprehensive Student Development Curriculum. Middle School.
281p. 3mf. L1 ED 429 237

The Construction of the Self: A Developmental Perspective.
413p. 0mf. L3 ED 429 699

Individual Differences

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Individualized Education Programs

Functional Behavior Assessment and Behavior Intervention Plans.

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. 1mf. L1 ED 429 302

Judges

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Junior High School Students

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Juvenile Courts

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Kindergarten

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Toronto's First U.S.-Canadian ECE Conference-1891.
24p. 1mf. L1 ED 429 675

Kindergarten Children

Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

Knowledge Base for Teaching

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Relevance of a Knowledge Base for a Teacher as a Professional.
13p. 1mf. L1 ED 429 932

Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
40p. 1mf. L1 ED 429 815

What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.
22p. 1mf. L1 ED 429 822

Knowledge Level

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Motivational Effects of the Informativeness of Feedback.
9p. 1mf. L1 ED 430 034

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Labor Economics

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Labor Education

13p. 1mf. L2 ED 429 843

Math Mountain Sampler.
35p. 1mf. L1 ED 429 842

Mathematics Curriculum

Curriculum Summaries, Second Edition.
35p. 1mf. L1 ED 429 841

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
185p. 2mf. L1 ED 429 801

Principles and Standards for School Mathematics: Discussion Draft.
335p. 4mf. L2 ED 429 844

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Mathematics Education

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.
13p. 1mf. L2 ED 429 843

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
185p. 2mf. L1 ED 429 801

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

the Input-Environment-Outcome Assessment Model.
20p. 1mf. L1 ED 429 491

Evaluation of SLS Intervention Courses. Information Capsule.
11p. 1mf. L1 ED 429 645

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

State Funding of Head Start.
7p. 1mf. L1 ED 429 703

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Outreach Programs

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

Paraprofessional School Personnel

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
7p. 1mf. L1 ED 429 745

Parent Attitudes

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
8p. 1mf. L1 ED 429 783

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.
17p. 1mf. L1 ED 429 846

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.
11p. 1mf. L1 ED 429 692

Parent Child Relationship

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Handbook of Attachment: Theory, Research, and Clinical Applications.

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
294p. 0mf. L3 ED 429 935

Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.
25p. 1mf. L1 ED 429 941

School-College Collaboration: One College, Many Partners.
27p. 1mf. L1 ED 429 933

Professional Education

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Professional Occupations

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Program Costs

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Program Descriptions

Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. 1mf. L1 ED 429 367

Program Development

Developing Stakeholder Engagement To Support School Reform.
52p. 1mf. L2 ED 429 993

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
314p. 0mf. L3 ED 429 613

Program Effectiveness

Community Based Support Programs and Primary Prevention.
8p. 1mf. L1 ED 429 697

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Validating Factors That Impact on the Success of Distance Learning Initiatives.
22p. 1mf. L1 ED 429 595

Program Evaluation

Establishing Research-Based Knowledge in Teacher Education.
26p. 1mf. L1 ED 429 969

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

Frameworks for Summative and Formative Evaluation of Diverse PDS

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Rural Schools

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

Financing Facilities in Rural School Districts.
34p. 1mf. L1 ED 429 427

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Rural Sociology

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

Rural Urban Differences

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Rural Women

Incidental Education (for Women) in Rural Communities.
8p. 1mf. L1 ED 429 794

Rural Youth

The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.
8p. 1mf. L1 ED 429 797

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Safety

Safety Hazards in Child Care Settings. CPSC Staff Study.
6p. 1mf. L1 ED 429 727

Salary Wage Differentials

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sexual Abuse

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Sexual Harassment

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Sexual Identity

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Short Stories

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Siblings

The Role of Siblings in the Development of Imitation.
9p. 1mf. L1 ED 429 717

Single Sex Schools

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Skill Development

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Slavery

The 'Amistad' Case. Lesson Plan.
31p. 1mf. L1 ED 429 855

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
54p. 1mf. L2 ED 429 880

Small Businesses

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

Small Classes

The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.
16p. 1mf. L1 ED 429 940

Social Action

Competitive Financing Mechanisms: Auctions Used by Federal Agencies.
28p. 1mf. L1 ED 429 500

Direct Student Loans: Overpayments during the Department of Education's Conversion to a New Payment System.
9p. 1mf. L1 ED 429 502

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
369p. 4mf. L1 ED 429 507

Student Motivation

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

You Can Motivate Your Child to Learn! Ten Fun and Easy Tips and Usted puede motivar a sus hijos a aprender! Diez sugerencias faciles y divertidas.
33p. 1mf. L1 ED 429 308

Student Needs

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Student Participation

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. 1mf. L1 ED 429 926

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.
23p. 1mf. L1 ED 429 953

Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.

7p. 1mf. L1 ED 429 786

Teaching Experience

Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.
59p. 1mf. L1 ED 429 976

Teaching Methods

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Implementing Looping. ERIC Digest, Number 123.
3p. 1mf. L1 ED 429 330

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Principles and Standards for School Mathematics: Discussion Draft.
335p. 4mf. L2 ED 429 844

A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
141p. 2mf. L1 ED 429 634

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Teaching Science in the Community College.
8p. 1mf. L1 ED 429 635

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

Team Teaching

Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.
19p. 1mf. L1 ED 429 469

Teamwork

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.
37p. 1mf. L1 ED 429 865

Tech Prep

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.

Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

Workplace Literacy

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Workshops

Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.
42p. 1mf. L1 ED 429 561

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

World Affairs

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

World History

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

World Views

Teaching Secondary School Geography with a Focus upon National Images.
21p. 1mf. L2 ED 429 894

World Wide Web

1001 of the Best Internet Sites for Educators. K-College.
271p. 3mf. L2 ED 429 560

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Authoring Tools for Courseware on WWW: The W3Lessonware Project.
6p. 1mf. L1 ED 429 547

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Development and Integration of WWW-Based Services in an Existing University Environment.

Higher Education.
22p. 1mf. L1 ED 429 498

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

Admission (School)

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Adolescent Attitudes

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Adolescent Development

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

Adolescents

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.
210p. 3mf. L1 ED 429 667

Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.
169p. 2mf. L1 ED 429 668

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
39p. 1mf. L1 ED 430 065

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
7p. 1mf. L1 ED 429 701

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Adoption (Ideas)

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Adult Basic Education

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Adult Development

Creativity in Adulthood. ERIC Digest No. 204.
4p. 1mf. L1 ED 429 186

Adult Education

281p. 3mf. L1 ED 429 237

Comprehensive Student Development Curriculum. Postsecondary School.
352p. 4mf. L1 ED 429 239

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

Career Planning

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

Caregiver Speech

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.
11p. 1mf. L1 ED 429 692

Case Method (Teaching Technique)

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Case Studies

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

Causal Models

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Certification

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
66p. 1mf. L1 ED 429 736

Change

Lunch Buddies: A Program To Involve Caring Adults.
12p. 1mf. L1 ED 429 260

Characterization

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.
10p. 1mf. L1 ED 429 294

Charter Schools

Arizona Charter School Progress Evaluation.
88p. 1mf. L1 ED 429 339

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Community Planning

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Community Programs

Community Based Support Programs and Primary Prevention.
8p. 1mf. L1 ED 429 697

Community Services

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
23p. 1mf. L2 ED 429 849

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.
118p. 0mf. L3 ED 429 242

Comparative Analysis

Choosing a Multiple Comparison Procedure Based on Alpha.
18p. 1mf. L1 ED 430 047

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

Searching the Web: Expert-Novice Differences in a Problem Solving Context.
23p. 1mf. L1 ED 429 619

Comparative Education

A Comparison of Education in China and the United States.
15p. 1mf. L2 ED 429 924

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

New Horizons in Education, No. 39.
164p. 2mf. L1 ED 429 454

Compensatory Education

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.
48p. 1mf. L1 ED 429 355

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Compliance (Legal)

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to

88p. 1mf. L2 ED 429 859

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Exploring a Common Past: Researching and Interpreting the Underground Railroad.
54p. 1mf. L2 ED 429 880

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. 2mf. L1 ED 429 856

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. 0mf. L3 ED 429 861

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Cultural Differences

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Community Service Learning for Multicultural Teacher Education.
30p. 1mf. L1 ED 429 925

Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.
23p. 1mf. L1 ED 429 732

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

Cultural Education

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

Cultural Enrichment

Iowa Festivals.
34p. 1mf. L1 ED 429 892

Cultural Influences

African American Culture and Heritage in Higher Education Research and Practice.
256p. 0mf. L3 ED 429 516

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Multicultural Reflection.
21p. 1mf. L1 ED 429 983

Ways of Knowing Beyond Facts and Laws of Science: An

Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Educational Administration

Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.
14p. 1mf. L1 ED 429 470

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Educational Assessment

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Analytic Framework of Institutional Support for Student Assessment.
52p. 1mf. L1 ED 429 517

Arizona Charter School Progress Evaluation.
88p. 1mf. L1 ED 429 339

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

The Assessment of Student Achievement: The Hundred Years War.
16p. 1mf. L1 ED 430 009

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Employed Parents

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Employed Women

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

Employer Attitudes

An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.
18p. 1mf. L1 ED 429 194

Employers

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Employment Experience

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

Employment Interviews

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Employment Level

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Employment Patterns

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

French Canadians

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Freshman Composition

The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.
7p. 1mf. L1 ED 429 300

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Full Time Faculty

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

Functional Literacy

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Fund Raising

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.
118p. 0mf. L3 ED 429 242

Futures (of Society)

2010 and Beyond: Virtual Reality and the Communication Classroom.
19p. 1mf. L1 ED 429 323

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

General Education

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Genetics

ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Individualized Family Service Plans

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Individualized Instruction

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.
11p. 1mf. L1 ED 429 750

Infant Behavior

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Infant Care

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Infants

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

The Role of Siblings in the Development of Imitation.
9p. 1mf. L1 ED 429 717

Informal Assessment

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Information Literacy

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Information Skills in the New Zealand Curriculum: A Blueprint for Education?
18p. 1mf. L1 ED 429 618

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Labor Force Development

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
13p. 1mf. L1 ED 429 183

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Workforce Education: Issues for the New Century.
299p. 0mf. L3 ED 429 179

Labor Market

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

Labor Needs

Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.
22p. 1mf. L1 ED 429 371

Labor Turnover

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
36p. 1mf. L1 ED 429 190

Land Settlement

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Language Acquisition

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

Language Arts

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
36p. 1mf. L1 ED 429 297

Standards for Primary-Grade Reading: An Analysis of State

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.
32p. 1mf. L1 ED 429 847

Mathematics Instruction

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

Mathematics Curriculum in India and Singapore.
11p. 1mf. L2 ED 429 704

Principles and Standards for School Mathematics: Discussion Draft.
335p. 4mf. L2 ED 429 844

A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
141p. 2mf. L1 ED 429 634

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

Mathematics Materials

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Mathematics Skills

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Mathematics Tests

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. 1mf. L1 ED 429 986

IRT Design for the School Achievement Indicators Program (SAIP).
15p. 1mf. L1 ED 430 040

Results from the North Carolina--NAEP Comparison and What They

925p. 0mf. L3 ED 429 696

Parental Style: And How It May Influence a Child's Role in Bullying.

6p. 1mf. L1 ED 429 731

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.

22p. 1mf. L1 ED 429 693

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.

95p. 1mf. L1 ED 429 658

Speaking and Listening to Your Child! Ten Fun and Easy Tips.

17p. 1mf. L1 ED 429 327

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.

11p. 1mf. L1 ED 429 692

Parent Education

Teens Parenting Series.

1388p. 0mf. L3 ED 429 665

Parent Participation

Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.

34p. 1mf. L1 ED 429 365

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).

26p. 1mf. L2 ED 429 716

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.

280p. 0mf. L3 ED 429 803

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.

29p. 1mf. L2 ED 429 684

Helping Parents Communicate Better with Schools. Early Childhood Digest.

4p. 1mf. L1 ED 429 708

How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.

10p. 1mf. L1 ED 429 664

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.

208p. 0mf. L3 ED 429 602

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.

35p. 1mf. L1 ED 430 048

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.

48p. 1mf. L1 ED 429 663

A Path To Follow. Learning To Listen to Parents.

76p. 0mf. L3 ED 429 936

Parent Role

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.

47p. 1mf. L1 ED 429 410

Hurtful Words; Addressing Name Calling at School and Home.

7p. 1mf. L1 ED 430 059

Mathematics Curriculum in India and Singapore.

11p. 1mf. L2 ED 429 704

Supporting Pre-Kindergarten Children's Readiness for School

Sites.
25p. 1mf. L1 ED 429 941

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Program Guides

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Program Implementation

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

Program Improvement

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Programming

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

Psychological Patterns

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

Psychology

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

The Significance of Theoretical Training for Critical Thinking.
14p. 1mf. L1 ED 429 875

Public Colleges

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Comparing Administrative Satisfaction in Public and Private Higher Education.
22p. 1mf. L1 ED 429 498

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

Public Education

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
95p. 1mf. L1 ED 429 331

Public Libraries

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.
18p. 1mf. L1 ED 429 296

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

Read Arizona.

Sample Size

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

When Inter-Rater Reliability Is Obtained from Only Part of a Sample.
20p. 1mf. L1 ED 430 049

Satisfaction

The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.
20p. 1mf. L1 ED 429 491

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

Scholarship

Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
34p. 1mf. L1 ED 429 879

School Administration

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

School Based Management

An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
31p. 1mf. L1 ED 429 366

School Business Relationship

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Co-operative Education: Studies of Learning from Workplace Experience.
10p. 1mf. L1 ED 429 223

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

School Choice

Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.
16p. 1mf. L1 ED 429 370

A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
106p. 2mf. L1 ED 430 062

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Social Change

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Social Development

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

Social Differences

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

Social Environment

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Social History

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Social Indicators

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
33p. 1mf. L1 ED 429 688

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. 3mf. L1 ED 429 670

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

NC Data Guide to Child Well-being, 1998.
164p. 2mf. L1 ED 429 690

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Social Integration

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

Social Problems

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

Social Psychology

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

Social Science Research

Adult Education and the Postmodern Challenge. Learning beyond

8p. 1mf. L1 ED 429 927

Student Personnel Services

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

Student Placement

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Student Projects

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

An Interdisciplinary Project and the American West.
15p. 1mf. L1 ED 429 871

Student Promotion

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

Student Reaction

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. 1mf. L1 ED 429 305

Dialogic Assessment: Toward a "Conversational" Peer Response Method.
15p. 1mf. L1 ED 429 299

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

Student Research

Finding the Right Path: Researching Your Way to Discovery.

17p. 1mf. L1 ED 429 225

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Tech Prep Taiwan-Style. Fastback 449.
50p. 1mf. L2 ED 429 175

Technical Assistance

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Technical Education

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

Tech Prep Taiwan-Style. Fastback 449.
50p. 1mf. L2 ED 429 175

Technical Institutes

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

Technical Writing

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. 1mf. L1 ED 429 530

Technological Advancement

A Comparison of Education in China and the United States.
15p. 1mf. L2 ED 429 924

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Technological Literacy

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Technology

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research

7p. 1mf. L1 ED 429 534

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.
13p. 1mf. L1 ED 429 808

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

Math Mountain Sampler.
35p. 1mf. L1 ED 429 842

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

On the Use of Librarians Selection Routines in Web Search.
8p. 1mf. L1 ED 429 549

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Teaching Learning Theories Via the Web.
14p. 1mf. L1 ED 429 554

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
17p. 1mf. L1 ED 429 580

Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.
14p. 1mf. L1 ED 429 499

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).
1081p. 12mf. L1 ED 429 526

Writing (Composition)

The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.
38p. 1mf. L1 ED 430 053

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

The Writerly Teacher.
7p. 1mf. L1 ED 429 316

Writing Achievement

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
22p. 1mf. L1 ED 429 512

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

Adult Educators

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Adult Learning

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

Creativity in Adulthood. ERIC Digest No. 204.
4p. 1mf. L1 ED 429 186

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

Adult Literacy

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.
228p. 0mf. L3 ED 429 222

Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
10p. 1mf. L1 ED 429 235

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Adult Programs

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Sixth Edition.
96p. 1mf. L1 ED 429 346

Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1998.
217p. 3mf. L1 ED 429 345

Massachusetts Charter School Initiative: Expanding the Possibilities of Public Education. 1998 Report.
92p. 1mf. L1 ED 429 341

A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
106p. 2mf. L1 ED 430 062

Chi Square

Chi-Square Statistics, Tests of Hypothesis and Technology.
26p. 1mf. L1 ED 430 044

Child Abuse

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Child Behavior

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

Child Caregivers

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
9p. 1mf. L1 ED 429 676

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Child Custody

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Child Development

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Child Health

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Recent Court Decisions.

8p. 1mf. L1 ED 429 756

Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.

14p. 1mf. L1 ED 429 361

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.

8p. 1mf. L1 ED 429 754

Comprehensive School Health Education

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.

19p. 1mf. L1 ED 429 680

Computer Anxiety

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.

22p. 1mf. L1 ED 429 582

Computer Assisted Instruction

Adaptive and Agile Interactive Learning Environments on the WWW.

8p. 1mf. L1 ED 429 535

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.

8p. 1mf. L1 ED 429 530

Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.

21p. 1mf. L1 ED 429 587

A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.

23p. 1mf. L1 ED 430 006

Constructing a Virtual University Paradigm: The University of North Carolina at Wilmington.

18p. 1mf. L1 ED 429 503

Developing a Hyperbook To Teach Computer Mediated Learning.

11p. 1mf. L1 ED 429 764

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.

12p. 1mf. L1 ED 429 773

Diversity in Online Courses.

8p. 1mf. L1 ED 429 540

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.

22p. 1mf. L1 ED 429 582

Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.

14p. 1mf. L1 ED 429 912

Experiences in Virtual Teaching.

6p. 1mf. L1 ED 429 539

Internet Assisting EFL Writing Learning: From Learners' Perspective.

21p. 1mf. L2 ED 429 460

The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.

7p. 1mf. L1 ED 429 546

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.

4p. 1mf. L1 ED 429 593

Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.

248p. 0mf. L3 ED 429 597

The New Educational Technologies and Learning: Empowering

Ethnographic Investigation of Student Engagement in Scientific Practices.
49p. 1mf. L1 ED 429 816

Cultural Pluralism

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Culturally Relevant Education

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Culture Conflict

Opening Borders.
29p. 1mf. L1 ED 429 468

Culture Contact

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Current Events

CNN Newsroom Classroom Guides. April 1999.
127p. 2mf. L2 ED 429 563

CNN Newsroom Classroom Guides. February 1999.
118p. 2mf. L2 ED 429 562

Curriculum

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

Curriculum Design

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
4p. 1mf. L1 ED 429 633

Interdisciplinary Studies in the Community Colleges.
19p. 1mf. L1 ED 429 624

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

Curriculum Development

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?
9p. 1mf. L1 ED 429 870

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.
41p. 1mf. L1 ED 429 977

Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
22p. 1mf. L1 ED 429 512

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

An Integrated Approach to Character Education.

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Maryland School Performance Report, 1998: State and School Systems.
64p. 1mf. L1 ED 429 348

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
95p. 1mf. L1 ED 429 331

The Problem of High Stakes Assessment in Public Education.
17p. 1mf. L1 ED 430 021

Program Development and Evaluation for Schools and Communities.
171p. 2mf. L1 ED 429 363

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Educational Attainment

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
7p. 1mf. L1 ED 429 745

Educational Attitudes

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.
20p. 1mf. L1 ED 429 497

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

Strategies for Universities in the 21st Century.
16p. 1mf. L1 ED 429 474

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

Educational Benefits

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
10p. 1mf. L1 ED 429 235

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Educational Certificates

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.
11p. 1mf. L1 ED 429 795

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Educational Change

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

Changing Traditions in Germany's Public Schools. International Studies in Education Series.

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Employment Potential

Participants' Perceptions of Employability Skills Learned in a Community College Job Readiness Program.
195p. 2mf. L1 ED 429 655

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Employment Practices

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Employment Programs

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
36p. 1mf. L1 ED 429 190

Employment Qualifications

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

Empowerment

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

Energy Conservation

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
30p. 1mf. L1 ED 429 811

Energy Management

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Engineering Education

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.
37p. 1mf. L1 ED 429 865

English

"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.
24p. 1mf. L1 ED 430 025

Geographic Isolation

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Geographic Regions

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

Geography

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. 2mf. L1 ED 429 918

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

Teaching Secondary School Geography with a Focus upon National Images.
21p. 1mf. L2 ED 429 894

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Geography Instruction

Geographic Literacy through Children's Literature.
161p. 0mf. L3 ED 429 863

Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.
161p. 2mf. L2 ED 429 886

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. 2mf. L1 ED 429 918

Teaching Secondary School Geography with a Focus upon National Images.
21p. 1mf. L2 ED 429 894

Gifted

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

The Moral Reasoning of Adolescents Gifted in Science: A Case

Information Networks

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Information Policy

Computer Network Security: Best Practices for Alberta School Jurisdictions.
130p. 2mf. L1 ED 429 572

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Information Retrieval

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

Information Scientists

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

Information Services

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

Information Skills

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.
73p. 1mf. L1 ED 429 567

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.
74p. 1mf. L1 ED 429 569

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.
70p. 1mf. L1 ED 429 568

Information Skills in the New Zealand Curriculum: A Blueprint for Education?
18p. 1mf. L1 ED 429 618

Information Systems

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

Information Technology

Computer Network Security: Best Practices for Alberta School

Frameworks.
32p. 1mf. L1 ED 429 271

Language Enrollment

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

Language Impairments

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

Language Minorities

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Language Patterns

Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

Language Planning

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

Language Processing

Creole Genesis and the Acquisition of Grammar: The Case of

Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

Maximum Likelihood Statistics

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

Measurement Techniques

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
157p. 2mf. L1 ED 429 718

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Measures (Individuals)

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Media Adaptation

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Medical Education

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
33p. 1mf. L1 ED 429 505

Medical Students

Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.
22p. 1mf. L1 ED 429 512

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Medieval History

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Mental Health Programs

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

The Role of Education in a System of Care: Effectively Serving

Mathematics.
16p. 1mf. L1 ED 429 691

Parent School Relationship

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
470p. 0mf. L3 ED 429 350

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Using the Internet To Connect Parents and Professionals: The Challenges.
7p. 1mf. L1 ED 429 762

Parent Student Relationship

How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
10p. 1mf. L1 ED 429 664

You Can Help Your Child with Homework! Ten Fun and Easy Tips and Usted puede ayudar a sus hijos con la tarea! Diez sugerencias faciles y divertidas.
33p. 1mf. L1 ED 429 306

You Can Motivate Your Child to Learn! Ten Fun and Easy Tips and Usted puede motivar a sus hijos a aprender! Diez sugerencias faciles y divertidas.
33p. 1mf. L1 ED 429 308

Parent Teacher Cooperation

How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
10p. 1mf. L1 ED 429 664

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Parenting Skills

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

Parents

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
7p. 1mf. L1 ED 429 701

402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

Wyoming Public Library Statistics, FY 98.
41p. 1mf. L1 ED 429 614

Public Policy

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

National Council on Disability Annual Report Volume 19, Fiscal Year 1998.
50p. 1mf. L1 ED 429 407

No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
22p. 1mf. L1 ED 429 252

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Public Relations

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Public Schools

Annual Report on School Violence, 1997-98.
76p. 1mf. L1 ED 429 342

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

Arkansas Social Studies Curriculum Framework 1997.
21p. 1mf. L1 ED 429 904

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.

School Community Programs

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

School Community Relationship

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

A Focus on Rural Australia for Students at the University of Ballarat.
15p. 1mf. L1 ED 429 798

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

School Counselors

Texas School Counseling and Guidance Programs. Case Studies Report.
172p. 2mf. L1 ED 429 241

Texas School Counseling and Guidance Programs. Final Study Report.
89p. 1mf. L1 ED 429 240

School Culture

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Organizational Cultures of Excellent Schools in Hong Kong.
32p. 1mf. L1 ED 429 866

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

School District Wealth

Big City Resource Inequalities: The Philadelphia Story.
27p. 1mf. L1 ED 430 055

Financing Facilities in Rural School Districts.
34p. 1mf. L1 ED 429 427

School Districts

Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.
22p. 1mf. L1 ED 429 996

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.

the Limits.
248p. 0mf. L3 ED 429 216

Social Sciences

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Social Services

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Social Studies

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

Arkansas Social Studies Curriculum Framework 1997.
21p. 1mf. L1 ED 429 904

CNN Newsroom Classroom Guides. April 1999.
127p. 2mf. L2 ED 429 563

CNN Newsroom Classroom Guides. February 1999.
118p. 2mf. L2 ED 429 562

Digging into Archaeology. Hands-On, Minds-On Unit Study.
132p. 2mf. L2 ED 429 916

En Bons Termes avec les Etudes Sociales. Glossaire pour les 10e, 11e, et 12e Annees (On Good Terms with the Social Studies. A Glossary for the 10th, 11th, and 12th Years).
213p. 3mf. L1 ED 429 891

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Geographic Literacy through Children's Literature.
161p. 0mf. L3 ED 429 863

Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.
161p. 2mf. L2 ED 429 886

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Ideas from the Other Side of the Desk: Student Evaluations.
8p. 1mf. L1 ED 429 869

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. 1mf. L1 ED 429 926

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas

Professional Growth Series.
270p. 0mf. L3 ED 429 611

Student Rights

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

Student School Relationship

Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).
28p. 1mf. L2 ED 429 425

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Student Surveys

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
151p. 2mf. L1 ED 429 671

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Student Teacher Attitudes

The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.
21p. 1mf. L1 ED 429 967

Student Teacher Evaluation

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Student Teachers

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Making Student Teaching Work: Creating a Partnership. Fastback 447.
48p. 1mf. L2 ED 429 939

Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?
21p. 1mf. L1 ED 429 975

Student Teaching

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

Student Volunteers

Approach.
22p. 1mf. L1 ED 429 828

Technology Education

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Developing Technology Training for Principals.
37p. 1mf. L2 ED 429 588

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

Guidelines for Reporting Country-Specific Technology Education.
12p. 1mf. L1 ED 429 207

How Technology Education Transforms Teachers' Perspectives of Their Profession.
30p. 1mf. L2 ED 429 586

Trends in Technology Education in Asia and Their Implications for New Zealand.
15p. 1mf. L1 ED 429 208

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Telecommunications

Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.
19p. 1mf. L1 ED 429 950

Teleconferencing

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Telecourses

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Tenure

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Test Bias

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

Test Coaching

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.
66p. 1mf. L1 ED 429 319

Resource Packet for the High School Proficiency Test in

Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.
105p. 2mf. L1 ED 429 320

Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.
66p. 1mf. L1 ED 429 319

Resource Packet for the High School Proficiency Test in Communication Arts: Reading & Writing.
235p. 3mf. L1 ED 429 318

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. 1mf. L1 ED 429 267

Writing: Revised Model of the Assessment. High School Test.
31p. 1mf. L1 ED 429 322

Writing across the Curriculum

Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.
0p. 0mf. L3 ED 429 313

Writing Assignments

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Writing Attitudes

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. 1mf. L1 ED 429 305

The Writerly Teacher.
7p. 1mf. L1 ED 429 316

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Writing Evaluation

Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.
66p. 1mf. L1 ED 429 319

Writing: Revised Model of the Assessment. High School Test.
31p. 1mf. L1 ED 429 322

Writing for Publication

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Writing Improvement

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Writing Instruction

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

Behind the Black Veil: Fear, the Internet, and Teaching

Adult Vocational Education

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Adults

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. 0mf. L3 ED 429 696

Advanced Courses

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Aesthetic Education

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
274p. 3mf. L1 ED 429 902

Aesthetics

Thinking through Aesthetics. Art Education in Practice Series.
128p. 0mf. L3 ED 429 887

Affective Behavior

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Affective Objectives

Learning Community/Title III Project.
15p. 1mf. L1 ED 429 643

After School Programs

A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
57p. 1mf. L2 ED 429 705

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Age Differences

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Agencies

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Agency Cooperation

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
9p. 1mf. L1 ED 429 676

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
33p. 1mf. L1 ED 429 688

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Student Health Partnership Planning Guide: 1999-2000.
51p. 1mf. L1 ED 429 724

Child Labor

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. 4mf. L1 ED 429 960

Child Neglect

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Child Rearing

Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.
7p. 1mf. L1 ED 429 701

Child Support

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Child Welfare

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
157p. 2mf. L1 ED 429 718

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Childhood Interests

Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.
270p. 0mf. L3 ED 429 611

Children

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
33p. 1mf. L1 ED 429 688

Common Concerns of School Age Children.
15p. 1mf. L1 ED 429 694

Handbook of Attachment: Theory, Research, and Clinical Applications.

Teachers To Teach and Students To Learn in the Information Age.
301p. 0mf. L3 ED 429 598

Opportunities for ICT in the Primary School.
250p. 0mf. L3 ED 429 596

Processes for Developing Scaffolding in a Computer Mediated Learning Environment.
10p. 1mf. L1 ED 429 765

The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
23p. 1mf. L1 ED 430 007

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?
17p. 1mf. L1 ED 429 580

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Computer Assisted Testing

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Computerized Classification Testing under Practical Constraints with a Polytomous Model.
17p. 1mf. L1 ED 430 032

Developing and Integrating a Web-Based Quiz into the Curriculum.
7p. 1mf. L1 ED 429 531

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

Computer Attitudes

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
22p. 1mf. L1 ED 429 582

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Computer Interfaces

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.

179p. 2mf. L2 ED 429 860

Learning Community/Title III Project.
15p. 1mf. L1 ED 429 643

Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.
26p. 1mf. L1 ED 429 864

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.
33p. 1mf. L1 ED 429 176

Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.
43p. 1mf. L1 ED 429 955

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.
11p. 1mf. L1 ED 429 750

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Curriculum Enrichment

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

Cutting Scores

Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.
16p. 1mf. L1 ED 430 033

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Daily Living Skills

Contemporary Issues Education: Rural Risks, Obstacles and Resources.

88p. 1mf. L2 ED 429 859

The Death of the Classroom, Learning Cycles and Roger Schank.
5p. 1mf. L1 ED 429 434

Developing Stakeholder Engagement To Support School Reform.
52p. 1mf. L2 ED 429 993

A Guide To Renewing Your School: Lessons from the League of Professional Schools.
114p. 0mf. L3 ED 429 354

New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
13p. 1mf. L1 ED 429 183

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
106p. 2mf. L1 ED 430 062

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.
202p. 3mf. L1 ED 430 002

Educational Cooperation

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Educational Development

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Educational Diagnosis

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Educational Economics

Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

English (Second Language)

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

Citizenship Handbook.
159p. 2mf. L1 ED 429 466

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.
42p. 1mf. L1 ED 429 459

Internet Assisting EFL Writing Learning: From Learners' Perspective.
21p. 1mf. L2 ED 429 460

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Opening Borders.
29p. 1mf. L1 ED 429 468

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.
117p. 0mf. L3 ED 429 453

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

English for Special Purposes

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

English Instruction

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

Enrichment Activities

Study.
11p. 1mf. L1 ED 429 398

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?
8p. 1mf. L1 ED 429 752

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.
11p. 1mf. L1 ED 429 750

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

Gifted Disadvantaged

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Global Approach

Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
242p. 3mf. L1 ED 429 884

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

Global Education

Jurisdictions.	130p.	2mf.	L1	ED 429 572
Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.	13p.	1mf.	L1	ED 429 808
Giving Psychology Away through Technology-Based Distance Instruction.	10p.	1mf.	L1	ED 429 558
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.	73p.	1mf.	L1	ED 429 567
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.	74p.	1mf.	L1	ED 429 569
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.	70p.	1mf.	L1	ED 429 568
Knowledge Workers. Trends and Issues Alert No. 4.	4p.	1mf.	L1	ED 429 210
Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.	73p.	1mf.	L1	ED 429 571
Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.	77p.	1mf.	L1	ED 429 573
Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.	4p.	1mf.	L1	ED 429 212

Inquiry

Wise Teaching: Biblical Wisdom and Educational Ministry.	323p.	0mf.	L3	ED 429 861

Inservice Teacher Education

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.	11p.	1mf.	L1	ED 429 795
Convenient Distance Education Training in Technology.	5p.	1mf.	L1	ED 429 777
Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.	42p.	1mf.	L1	ED 429 459
Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.	9p.	1mf.	L1	ED 429 787
Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.	77p.	1mf.	L1	ED 429 573
Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.	7p.	1mf.	L1	ED 429 772
Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.	16p.	1mf.	L1	ED 429 949
Teacher In-Service Training and the Incorporation of Technology into Teaching.	8p.	1mf.	L1	ED 429 555
Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.	15p.	1mf.	L1	ED 429 553
What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?	19p.	1mf.	L1	ED 429 823

Institutes (Training Programs)

Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

A Gestalt Approach to Text Manipulation in Translation.
14p. 1mf. L1 ED 429 437

A New Model of Teaching Pedagogy in CHISEL for the 21th Century.
10p. 1mf. L1 ED 429 450

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Language Role

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Language Teachers

Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.
42p. 1mf. L1 ED 429 459

Language Tests

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Language Variation

Plurality in Translation.
12p. 1mf. L1 ED 429 449

Languages

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Laotians

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Late Adolescents

Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Mentors

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. 1mf. L1 ED 429 488

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

The Effects of Mentoring At-Risk Female College Students.
80p. 1mf. L1 ED 429 261

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

Lunch Buddies: A Program To Involve Caring Adults.
12p. 1mf. L1 ED 429 260

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. 1mf. L1 ED 429 963

Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.
36p. 1mf. L1 ED 429 985

Mentoring: A Collegial Partnership.
8p. 1mf. L1 ED 429 753

Teachers as Technologists: Professional Development for Technology Integration.
27p. 1mf. L1 ED 429 581

Meta Analysis

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.
33p. 1mf. L1 ED 429 964

Metacognition

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

Metaphors

Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.
30p. 1mf. L1 ED 429 840

Mexican Americans

The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
38p. 1mf. L1 ED 429 973

Microeconomics

Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.
204p. 0mf. L3 ED 429 215

Middle School Students

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

Teens Parenting Series.
1388p. 0mf. L3 ED 429 665

Part Time Employment

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Part Time Faculty

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

Participation

Developing Stakeholder Engagement To Support School Reform.
52p. 1mf. L2 ED 429 993

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Partnerships in Education

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.
20p. 1mf. L1 ED 429 340

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

What Is Ag-Ed?
7p. 1mf. L1 ED 429 799

Paying for College

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. 3mf. L1 ED 429 521

Peace

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Factors That Promote Implementation of Peace Education Training.

62p. 1mf. L1 ED 429 901

Changing Traditions in Germany's Public Schools. International Studies in Education Series.
88p. 1mf. L2 ED 429 859

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Financing Facilities in Rural School Districts.
34p. 1mf. L1 ED 429 427

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
103p. 2mf. L1 ED 430 054

No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.
22p. 1mf. L1 ED 429 252

The Problem of High Stakes Assessment in Public Education.
17p. 1mf. L1 ED 430 021

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
30p. 1mf. L1 ED 430 063

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
36p. 1mf. L1 ED 429 297

Puppetry

Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.
22p. 1mf. L1 ED 429 324

Qualifications

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Qualitative Research

Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.
13p. 1mf. L1 ED 430 023

21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

Maryland School Performance Report, 1998: State and School Systems.
64p. 1mf. L1 ED 429 348

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?
13p. 1mf. L1 ED 430 020

School Effectiveness

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1998.
217p. 3mf. L1 ED 429 345

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).
26p. 1mf. L2 ED 429 716

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
470p. 0mf. L3 ED 429 350

Maryland School Performance Report, 1998: State and School Systems.
64p. 1mf. L1 ED 429 348

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

School Funds

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

School Guidance

Texas School Counseling and Guidance Programs. Case Studies Report.
172p. 2mf. L1 ED 429 241

Texas School Counseling and Guidance Programs. Final Study Report.
89p. 1mf. L1 ED 429 240

School Health Services

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Student Health Partnership Planning Guide: 1999-2000.
51p. 1mf. L1 ED 429 724

School Holding Power

Celebratory Socialization: Welcoming Latino Students to College.

and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.
8p. 1mf. L1 ED 429 927

Social Support Groups

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
9p. 1mf. L1 ED 429 676

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

Identification of Barriers That Confront Rural Students Entering the University System.
10p. 1mf. L1 ED 429 796

Literacy Development: A Story of Community Support.
10p. 1mf. L1 ED 429 314

Social Values

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

Socioeconomic Status

Gender Differences in Mathematics Performance.
16p. 1mf. L1 ED 429 818

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Songs

Music Literacy in Kindergarten.
9p. 1mf. L1 ED 429 914

Space Sciences

Space Orientation for Professional Educators: Program Evaluation and Effectiveness.
40p. 1mf. L1 ED 429 815

Spanish

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Special Education

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. 1mf. L1 ED 429 770

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. 1mf. L1 ED 429 747

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Contemporary Issues Education: Rural Risks, Obstacles and Resources.
10p. 1mf. L1 ED 429 739

Convenient Distance Education Training in Technology.
5p. 1mf. L1 ED 429 777

Country Living: Benefits and Barriers for Gifted Learners.
7p. 1mf. L1 ED 429 751

Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.
10p. 1mf. L1 ED 429 779

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
23p. 1mf. L2 ED 429 849

Student Writing Models

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Study Habits

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

Testing a Causal Model for Learning in a Problem-Based Curriculum.
15p. 1mf. L1 ED 430 017

Substance Abuse

Survey of Substance Use on the Texas-Mexico Border and Colonias, 1996.
150p. 2mf. L1 ED 429 257

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Summative Evaluation

Maryland School Performance Report, 1998: State and School Systems.
64p. 1mf. L1 ED 429 348

Summer Programs

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

Read Arizona.
402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

Summer Science Programs

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Superintendents

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Supervision

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

Supervision Strategies for the First Practicum. Second Edition.
240p. 3mf. L2 ED 429 248

Supervisory Training

Sexual Harassment Interventions. ERIC Digest No. 206.

Communication Arts: Reading & Writing.
235p. 3mf. L1 ED 429 318

Test Construction

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. 1mf. L1 ED 429 997

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.
12p. 1mf. L1 ED 429 472

Developing and Integrating a Web-Based Quiz into the Curriculum.
7p. 1mf. L1 ED 429 531

The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.
13p. 1mf. L1 ED 430 031

Development of an Adolescent Neighborhood Affiliation Measure.
15p. 1mf. L2 ED 430 060

How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?
38p. 1mf. L1 ED 430 014

Measuring Achievement Growth in an 18-Day Summer School Session.
25p. 1mf. L1 ED 430 036

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
101p. 2mf. L1 ED 429 284

Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.
105p. 2mf. L1 ED 429 320

Test Content

Reading: Revised Model of the Assessment.
30p. 1mf. L1 ED 429 285

Test Format

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
101p. 2mf. L1 ED 429 284

Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.
105p. 2mf. L1 ED 429 320

Reading: Revised Model of the Assessment.
30p. 1mf. L1 ED 429 285

Test Items

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
63p. 1mf. L1 ED 429 845

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Validation of Angoff-based Predictions of Item Performance.
35p. 1mf. L1 ED 430 004

Test Results

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.

Composition.
12p. 1mf. L1 ED 429 305

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Dialogic Assessment: Toward a "Conversational" Peer Response Method.
15p. 1mf. L1 ED 429 299

Internet Assisting EFL Writing Learning: From Learners' Perspective.
21p. 1mf. L2 ED 429 460

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
36p. 1mf. L1 ED 429 297

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Teaching Freshman History to ESL Students: A Model.
8p. 1mf. L1 ED 429 463

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Tracking Outcomes for Community College Students with Different Writing Instruction Histories.
24p. 1mf. L1 ED 429 648

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. 1mf. L1 ED 429 302

The Writing Teacher's Second Self.
15p. 1mf. L1 ED 429 288

Writing Processes

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. 1mf. L1 ED 429 458

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Writing Research

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

Writing Skills

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Colorado Model Content Standards: Reading & Writing.
22p. 1mf. L1 ED 429 268

Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.
18p. 1mf. L2 ED 429 280

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

Aggression

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Aging (Individuals)

Creativity in Adulthood. ERIC Digest No. 204.
4p. 1mf. L1 ED 429 186

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

Aging in Academia

The Graying of the Faculty in the UW System.
43p. 1mf. L1 ED 429 522

Agricultural Education

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

What Is Ag-Ed?
7p. 1mf. L1 ED 429 799

Agriculture

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Alcoholism

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Algebra

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).

925p. 0mf. L3 ED 429 696

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
157p. 2mf. L1 ED 429 718

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. 3mf. L1 ED 429 670

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

NC Data Guide to Child Well-being, 1998.
164p. 2mf. L1 ED 429 690

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Childrens Art

Adolescents' Drawings: A View of Their Worlds.
82p. 1mf. L1 ED 429 881

Childrens Libraries

Read Arizona.
402p. 5mf. L1 ED 429 605

Childrens Literature

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Geographic Literacy through Children's Literature.
161p. 0mf. L3 ED 429 863

Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
314p. 0mf. L3 ED 429 613

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Soaring through the Universe. Astronomy through Children's Literature.
191p. 0mf. L3 ED 429 603

Childrens Rights

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Childrens Writing

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. 1mf. L1 ED 429 302

Chinese

22p. 1mf. L1 ED 429 828

Computer Literacy

Do Computers Enhance or Detract from Student Learning?
20p. 1mf. L1 ED 429 592

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Computer Mediated Communication

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

Virtual Learning Environments.
12p. 1mf. L1 ED 429 565

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Computer Networks

Computer Network Security: Best Practices for Alberta School Jurisdictions.
130p. 2mf. L1 ED 429 572

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.
7p. 1mf. L1 ED 429 546

Network Design: Best Practices for Alberta School Jurisdictions.
110p. 2mf. L1 ED 429 574

WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).
1081p. 12mf. L1 ED 429 526

Computer Science

The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.
18p. 1mf. L1 ED 429 515

Computer Security

Computer Network Security: Best Practices for Alberta School Jurisdictions.
130p. 2mf. L1 ED 429 572

Computer Software

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

Computer Software Development

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

10p. 1mf. L1 ED 429 739

Dance

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Dance Education

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Danish

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

Data Analysis

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Data Collection

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

Databases

ClassACT: The Evolution of a Collaborative Learning Tool.
8p. 1mf. L1 ED 429 529

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Day Care

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Safety Hazards in Child Care Settings. CPSC Staff Study.
6p. 1mf. L1 ED 429 727

Day Care Centers

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. 0mf. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
66p. 1mf. L1 ED 429 736

Safety Hazards in Child Care Settings. CPSC Staff Study.
6p. 1mf. L1 ED 429 727

Deafness

American Sign Language as a Foreign Language. ERIC Digest.

20p. 1mf. L1 ED 429 340

Educational Environment

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. 1mf. L1 ED 429 654

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

Influence of Culture and Home Environment on Science Learning.
13p. 1mf. L1 ED 429 821

Innovation in Russian Schools. International Studies in Education.
79p. 1mf. L2 ED 429 851

Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.
45p. 1mf. L1 ED 429 359

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Educational Equity (Finance)

Big City Resource Inequalities: The Philadelphia Story.
27p. 1mf. L1 ED 430 055

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
30p. 1mf. L1 ED 430 063

Educational Experience

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

Educational Facilities

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Educational Facilities Design

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.
77p. 1mf. L2 ED 429 424

A Design Assessment Scale for Elementary Schools.
15p. 1mf. L1 ED 429 433

Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

Enrollment

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
103p. 2mf. L1 ED 430 054

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
288p. 3mf. L1 ED 429 510

Enrollment Influences

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

Enrollment Management

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Enrollment Projections

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

Enrollment Trends

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Environmental Education

Classroom and Field Experiments for Florida's Environmental

Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.
14p. 1mf. L1 ED 429 912

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Goodness of Fit

Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.
37p. 1mf. L1 ED 430 050

Government Role

National Council on Disability Annual Report Volume 19, Fiscal Year 1998.
50p. 1mf. L1 ED 429 407

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

Government School Relationship

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Grade 1

Longitudinal Study of the Reading Recovery Program, 1994-1998.
27p. 1mf. L1 ED 430 067

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. 1mf. L1 ED 429 267

A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.
39p. 1mf. L1 ED 429 848

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Grade Point Average

Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.
20p. 1mf. L1 ED 429 826

Grade Repetition

A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.
14p. 1mf. L1 ED 429 946

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

Grades (Scholastic)

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

Institutional Characteristics

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Institutional Cooperation

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Institutional Evaluation

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges.
194p. 2mf. L1 ED 429 649

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Institutional Mission

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Institutional Research

Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.
27p. 1mf. L1 ED 429 518

Instructional Design

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. 1mf. L1 ED 429 530

Creating a Workshop on the World Wide Web: The Experiences of Internet 101.
10p. 1mf. L1 ED 429 533

A Framework for WWW-Based Learning with Flexible Navigational Guidance.
8p. 1mf. L1 ED 429 537

Giving Psychology Away through Technology-Based Distance Instruction.
10p. 1mf. L1 ED 429 558

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Latin American Culture

Geography, Culture, History, Politics of Latin America. Revised.
144p. 2mf. L2 ED 429 854

Latin American History

Geography, Culture, History, Politics of Latin America. Revised.
144p. 2mf. L2 ED 429 854

Latin American Literature

Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
314p. 0mf. L3 ED 429 613

Law Related Education

Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
34p. 1mf. L1 ED 429 879

Leaders

A National Profile of Faculty Governance Leaders in Higher Education.
14p. 1mf. L1 ED 429 490

Leadership

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. 0mf. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Leadership Qualities

The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.
19p. 1mf. L1 ED 429 625

Leadership Training

Case Studies for School Administrators: Managing Change in Education.
297p. 0mf. L3 ED 429 332

Learner Controlled Instruction

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. 1mf. L1 ED 429 535

Learning

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Thinking about & Accessing Policy Related to Addressing Barriers

Comprehensive Student Development Curriculum. Middle School.
281p. 3mf. L1 ED 429 237

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.
22p. 1mf. L1 ED 430 011

Middle Schools

The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.
38p. 1mf. L1 ED 429 973

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Mild Disabilities

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

Mild Mental Retardation

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Military Personnel

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Military Training

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Minimum Competencies

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Minority Group Teachers

Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Peer Acceptance

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Peer Evaluation

Peer Assistance & Peer Review. An AFT/NEA Handbook.
106p. 2mf. L1 ED 429 978

Peer Review of Teachers. ERIC Digest, Number 126.
3p. 1mf. L1 ED 429 343

Peer Relationship

Parental Style: And How It May Influence a Child's Role in Bullying.
6p. 1mf. L1 ED 429 731

Peer Teaching

Dialogic Assessment: Toward a "Conversational" Peer Response Method.
15p. 1mf. L1 ED 429 299

Performance Based Assessment

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Fairness Issues in Student Exit Performance Assessment.
18p. 1mf. L1 ED 430 005

An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges.
194p. 2mf. L1 ED 429 649

Performance Contracts

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Performance Factors

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

Persistence

Evaluation of SLS Intervention Courses. Information Capsule.
11p. 1mf. L1 ED 429 645

Personal Narratives

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.
28p. 1mf. L1 ED 430 041

Linking Research and Teaching in Qualitative Courses.
30p. 1mf. L1 ED 429 495

Quality of Life

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Racial Attitudes

Examining Both Race and Gender in the Experiences of African American College Women.
17p. 1mf. L1 ED 429 487

Racial Bias

Confronting Prejudice and Racism during Multicultural Training.
219p. 3mf. L2 ED 429 247

Racial Differences

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. 1mf. L1 ED 429 496

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. 1mf. L1 ED 429 489

Racial Discrimination

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Racial Identification

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.
39p. 1mf. L1 ED 430 065

Rating Scales

Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.
32p. 1mf. L1 ED 430 046

Readability

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Readers Theater

Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.
10p. 1mf. L1 ED 429 294

Reading

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

Reading Achievement

27p. 1mf. L1 ED 429 523

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

Extended Opportunity Programs and Services for Community College Retention.
32p. 1mf. L1 ED 429 642

School Involvement

Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. 1mf. L1 ED 429 367

School Law

State Issues Report, 1997-98.
103p. 2mf. L1 ED 429 364

School Libraries

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.
77p. 1mf. L2 ED 429 424

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
79p. 1mf. L1 ED 429 325

School Orientation

Effect of Introductory Counseling Course on Retention Rates.
13p. 1mf. L1 ED 429 471

School Policy

An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
31p. 1mf. L1 ED 429 366

School Psychologists

A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.
29p. 1mf. L1 ED 429 255

School Publications

The News: July 1996-Spring 1999.
214p. 3mf. L1 ED 429 631

School Readiness

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

School Responsibility

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

School Restructuring

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.
7p. 1mf. L1 ED 429 786

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?
13p. 1mf. L1 ED 429 673

The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.
8p. 1mf. L1 ED 429 756

Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.
8p. 1mf. L1 ED 429 774

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Multiple Disabilities: Is Rural Inclusion Possible?
6p. 1mf. L1 ED 429 785

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
8p. 1mf. L1 ED 429 783

Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.
8p. 1mf. L1 ED 429 763

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.
8p. 1mf. L1 ED 429 746

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.
61p. 1mf. L1 ED 429 380

The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.
9p. 1mf. L1 ED 429 771

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.

4p. 1mf. L1 ED 429 188

Surveys

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

Sustainable Development

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Symptoms (Individual Disorders)

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

Syntax

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Synthesis

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

Systems Approach

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Supporting Systematic Change through Action Research.
12p. 1mf. L1 ED 429 957

Systemic Thinking To Support Dine Education.
6p. 1mf. L1 ED 429 755

Talent

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. 1mf. L1 ED 429 375

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

What Educators Need To Know about Bilingual Students

49p. 1mf. L1 ED 429 986

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

Test Use

Appraising Learner Progress in the Social Studies.
12p. 1mf. L1 ED 429 994

The Assessment of Student Achievement: The Hundred Years War.
16p. 1mf. L1 ED 430 009

A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.
23p. 1mf. L1 ED 430 006

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
37p. 1mf. L1 ED 430 045

The Problem of High Stakes Assessment in Public Education.
17p. 1mf. L1 ED 430 021

Purposes in Learner Assessment.
10p. 1mf. L1 ED 429 991

The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.
23p. 1mf. L1 ED 430 007

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

Test Wiseness

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Testing

Does the Relationship between Motivation and Performance Differ with Ability?
11p. 1mf. L1 ED 430 037

Testing Problems

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
41p. 1mf. L1 ED 430 018

Testing Programs

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.
18p. 1mf. L1 ED 430 035

Text Structure

The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.
38p. 1mf. L1 ED 430 053

Text Matters in Learning to Read.
28p. 1mf. L1 ED 429 270

Theater Arts

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.

13p. 1mf. L1 ED 429 644

Writing Teachers

The Writerly Teacher.
7p. 1mf. L1 ED 429 316

The Writing Teacher's Second Self.
15p. 1mf. L1 ED 429 288

Young Children

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Youth Employment

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

185p. 2mf. L1 ED 429 801

Alternative Teacher Certification

The Efficacy of Teacher Education in an Alternative Program.
30p. 1mf. L1 ED 429 972

American Indian Education

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.
6p. 1mf. L1 ED 429 749

American Indian Literature

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

American Indians

Culture and School Success: Development of a Documentary-Style Distance Education Course.
9p. 1mf. L1 ED 429 780

American Sign Language

American Sign Language as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 429 464

American Studies

An Interdisciplinary Project and the American West.
15p. 1mf. L1 ED 429 871

Anger

Raising Their Voices: The Politics of Girls' Anger.
259p. 0mf. L3 ED 429 674

Antisocial Behavior

Hurtful Words; Addressing Name Calling at School and Home.
7p. 1mf. L1 ED 430 059

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

Apprenticeships

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
296p. 4mf. L1 ED 429 218

Appropriate Technology

Technology: An Enrichment Tool for the Gifted Student.
11p. 1mf. L1 ED 429 399

Archaeology

Digging into Archaeology. Hands-On, Minds-On Unit Study.
132p. 2mf. L2 ED 429 916

Architects

CEFPI Consultants Directory, 1998.
107p. 2mf. L1 ED 429 431

Arithmetic

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.

A New Model of Teaching Pedagogy in CHISEL for the 21th Century.
10p. 1mf. L1 ED 429 450

Citizenship

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Teaching Civics.
22p. 1mf. L1 ED 429 862

Citizenship Education

Citizenship Handbook.
159p. 2mf. L1 ED 429 466

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Teaching Civics.
22p. 1mf. L1 ED 429 862

Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
34p. 1mf. L1 ED 429 879

Civics

Citizenship Handbook.
159p. 2mf. L1 ED 429 466

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.
51p. 1mf. L1 ED 429 909

Teaching Civics.
22p. 1mf. L1 ED 429 862

Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.
34p. 1mf. L1 ED 429 879

Civil Law

Office for Civil Rights: Ensuring Equal Access to Quality

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.
21p. 1mf. L1 ED 429 584

Computer Software Evaluation

Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.
21p. 1mf. L1 ED 429 587

Computer System Design

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

Development and Integration of WWW-Based Services in an Existing University Environment.
7p. 1mf. L1 ED 429 534

The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.
7p. 1mf. L1 ED 429 546

Network Design: Best Practices for Alberta School Jurisdictions.
110p. 2mf. L1 ED 429 574

On the Use of Librarians Selection Routines in Web Search.
8p. 1mf. L1 ED 429 549

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

Techniques for Enhancing Web-Based Education.
7p. 1mf. L1 ED 429 528

A Virtual Classroom for the Homebound Student.
6p. 1mf. L1 ED 429 566

Web-Based Course Delivery and Administration Using Scheme.
7p. 1mf. L1 ED 429 544

Computer Uses in Education

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Computer Network Security: Best Practices for Alberta School Jurisdictions.
130p. 2mf. L1 ED 429 572

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

A Database Architecture for Web-Based Distance Education.
9p. 1mf. L1 ED 429 543

The Death of the Classroom, Learning Cycles and Roger Schank.
5p. 1mf. L1 ED 429 434

Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.
11p. 1mf. L1 ED 429 767

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
22p. 1mf. L1 ED 429 582

The Education Forum: A Web-Based Resource for Teachers.

4p. 1mf. L1 ED 429 464

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.
9p. 1mf. L1 ED 429 787

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.
61p. 1mf. L1 ED 429 380

Debate

Effectively Teaching Critical Thinking Skills to High School Students.
18p. 1mf. L1 ED 429 850

High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
9p. 1mf. L1 ED 429 326

Declining Enrollment

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

Degrees (Academic)

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

Delayed Speech

Hearing Loss in Children: Delayed Speech and Language Information Packet.
41p. 1mf. L1 ED 429 406

Delinquency

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

Delivery Systems

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
33p. 1mf. L1 ED 429 505

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

Democracy

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Demography

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.

28, 1997).
28p. 1mf. L2 ED 429 425

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Educational Facilities Planning

CEFPI Consultants Directory, 1998.
107p. 2mf. L1 ED 429 431

A Design Assessment Scale for Elementary Schools.
15p. 1mf. L1 ED 429 433

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

Educational Finance

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
369p. 4mf. L1 ED 429 507

Financing Facilities in Rural School Districts.
34p. 1mf. L1 ED 429 427

Governmental Policies Affecting Community Colleges.
41p. 1mf. L1 ED 429 623

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Educational History

Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.
470p. 0mf. L3 ED 429 350

Morality in Education.
19p. 1mf. L1 ED 429 878

Rank and Degree in Czech Universities.
8p. 1mf. L1 ED 429 475

Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.
25p. 1mf. L1 ED 429 872

Toronto's First U.S.-Canadian ECE Conference-1891.
24p. 1mf. L1 ED 429 675

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.

Resources.
26p. 1mf. L1 ED 429 810

I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
30p. 1mf. L1 ED 429 811

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.
255p. 0mf. L3 ED 429 809

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Epistemology

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

Equal Education

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. 4mf. L1 ED 429 960

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

A Nation Still at Risk.
4p. 1mf. L1 ED 429 988

New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.
13p. 1mf. L1 ED 429 183

Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.
14p. 1mf. L1 ED 429 361

Equations (Mathematics)

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Equipment

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

Error Correction

Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?
19p. 1mf. L1 ED 429 452

Estimation (Mathematics)

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
55p. 1mf. L1 ED 430 012

Estimability of Parameters in the Generalized Graded Unfolding Model.
15p. 1mf. L1 ED 430 001

24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.
10p. 1mf. L1 ED 430 008

Grading

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Student-Created Contracts: Building Responsibility from the Bottom-Up.
11p. 1mf. L1 ED 429 298

Graduate Students

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

Co-Mentoring Support Groups in Higher Education.
32p. 1mf. L1 ED 429 494

A Collaborative Analysis of Doctoral Self-Study Research.
35p. 1mf. L1 ED 430 010

Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.
37p. 1mf. L1 ED 430 045

Linking Research and Teaching in Qualitative Courses.
30p. 1mf. L1 ED 429 495

Graduate Study

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

Rural and Remote Professional Practice Placements for Children's Studies Students.
8p. 1mf. L1 ED 429 790

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.

Instructional Design for the 21st Century: Towards a New Conceptual Framework.
11p. 1mf. L1 ED 429 583

Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.
13p. 1mf. L1 ED 429 379

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Instructional Development

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.
9p. 1mf. L1 ED 429 743

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Instructional Effectiveness

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Easy Ed: An Integration of Technologies for Multimedia Education.
7p. 1mf. L1 ED 429 527

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
35p. 1mf. L1 ED 429 301

Experiences in Virtual Teaching.
6p. 1mf. L1 ED 429 539

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

Implications of Using Asynchronous Video in Distance Learning.
18p. 1mf. L1 ED 429 591

Interaction in Interactive Television Instruction: Perception versus Reality.
21p. 1mf. L1 ED 429 590

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Teaching Secondary School Geography with a Focus upon National Images.
21p. 1mf. L2 ED 429 894

Validating Factors That Impact on the Success of Distance Learning Initiatives.

to Learning. Technical Assistance Sampler.
47p. 1mf. L1 ED 430 068

Learning Activities

Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.
148p. 2mf. L2 ED 429 686

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.
174p. 2mf. L2 ED 429 687

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
10p. 1mf. L1 ED 429 664

Learning Centers (Classroom)

Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.
23p. 1mf. L1 ED 429 286

Learning Disabilities

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Some Students Don't Want To Read.
10p. 1mf. L1 ED 429 282

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Trials and Tribulations of Employment Trends for Students with Learning Disabilities.
7p. 1mf. L1 ED 429 784

Learning Laboratories

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

Learning Modules

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Learning Motivation

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

You Can Motivate Your Child to Learn! Ten Fun and Easy Tips and Usted puede motivar a sus hijos a aprender! Diez sugerencias faciles y divertidas.
33p. 1mf. L1 ED 429 308

Learning Processes

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Minority Groups

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?
8p. 1mf. L1 ED 429 484

Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.
12p. 1mf. L1 ED 430 061

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
103p. 2mf. L1 ED 430 054

Multicultural Resources on the Internet: The United States and Canada.
366p. 0mf. L3 ED 429 608

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Misconceptions

Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.
24p. 1mf. L1 ED 429 836

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Mission Statements

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Modernization

Teacher Education in the People's Republic of China. International Studies in Education.
88p. 1mf. L2 ED 429 852

Money Management

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Moods

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.

A Path To Follow. Learning To Listen to Parents.
76p. 0mf. L3 ED 429 936

Personality Development

Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.
233p. 0mf. L3 ED 429 666

Personality Traits

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. 1mf. L1 ED 430 000

Personnel Evaluation

Peer Review of Teachers. ERIC Digest, Number 126.
3p. 1mf. L1 ED 429 343

Personnel Management

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

Phonics

The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
35p. 1mf. L1 ED 429 301

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Phonics Plus, Book A (Levels K-1).
103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Photography

Cross Cultural Images: The ETSU/NAU Special Photography Project.
6p. 1mf. L1 ED 429 758

The Use of Reflexive Photography in the Study of the Freshman Year Experience.
14p. 1mf. L1 ED 429 473

Physical Activities

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Physical Activity Level

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Physical Fitness

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Physicians

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

Physics

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

Play

Nonsocial Play in the Kindergarten Classroom: Gender Differences

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
101p. 2mf. L1 ED 429 284

Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.
105p. 2mf. L1 ED 429 320

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.
32p. 1mf. L1 ED 429 281

Reading: Revised Model of the Assessment.
30p. 1mf. L1 ED 429 285

Resource Packet for the High School Proficiency Test in Communication Arts: Reading & Writing.
235p. 3mf. L1 ED 429 318

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. 1mf. L1 ED 429 267

Reading Attitudes

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Reading Comprehension

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.
14p. 1mf. L1 ED 429 287

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. 1mf. L1 ED 429 267

Reading Difficulties

Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.
14p. 1mf. L1 ED 429 378

Some Students Don't Want To Read.
10p. 1mf. L1 ED 429 282

Reading Habits

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Reading Improvement

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Reading Instruction

Developing Reading and Writing through Music.
11p. 1mf. L1 ED 429 710

Breaking Ranks: A High School Restructuring Initiative.
25p. 1mf. L1 ED 429 351

Mapping Education for the New Millennium: A UI Perspective.
13p. 1mf. L1 ED 429 952

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

School Role

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

School Safety

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. 2mf. L1 ED 430 064

School Schedules

The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.
17p. 1mf. L1 ED 429 333

The Four-Day School Week. Revised.
13p. 1mf. L1 ED 429 344

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. 1mf. L1 ED 429 335

School Security

Annual Report on School Violence, 1997-98.
76p. 1mf. L1 ED 429 342

School Statistics

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Schools of Education

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

Cybercasting SCDEs: A 1999 Review.
16p. 1mf. L1 ED 429 942

The School of Education: Its Mission, Faculty, and Reward Structure.
161p. 0mf. L3 ED 429 981

Teachers for the South: Pedagogy and Educationists in the University of Tennessee, 1844-1995. History of Schools and Schooling, Volume 6.
296p. 0mf. L3 ED 429 982

Science Activities

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

Science and Society

Using Postman and de Bono as Guiding Principles in an

7p. 1mf. L1 ED 429 745

Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.
7p. 1mf. L1 ED 429 772

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."
9p. 1mf. L1 ED 429 778

Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.
10p. 1mf. L1 ED 429 766

Special Education Teachers

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.
6p. 1mf. L1 ED 429 757

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.
7p. 1mf. L1 ED 429 776

Special Needs Students

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.
208p. 0mf. L3 ED 429 602

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

Special Schools

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Speech Communication

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

Spelling

The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.
35p. 1mf. L1 ED 429 301

Spreadsheets

and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

Talent Development

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Teachers' Opinion about the Nature of Giftedness.
9p. 1mf. L1 ED 429 373

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

Talent Identification

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Tax Allocation

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Taxes

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.
6p. 1mf. L1 ED 429 358

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Teacher Administrator Relationship

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. 0mf. L3 ED 429 662

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.
45p. 1mf. L1 ED 429 359

Teacher Associations

Toronto's First U.S.-Canadian ECE Conference-1891.
24p. 1mf. L1 ED 429 675

Teacher Attitudes

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.
22p. 1mf. L1 ED 429 582

A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the

77p. 1mf. L2 ED 429 424

Theories

The Construction of the Self: A Developmental Perspective.
413p. 0mf. L3 ED 429 699

Theory Practice Relat Australia

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

Theory Practice Relationship

Adult Education and the Postmodern Challenge. Learning beyond the Limits.
248p. 0mf. L3 ED 429 216

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. 1mf. L1 ED 429 225

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

Thinking Skills

Critical Thinking for the New Millennium: A Pedagogical Imperative.
8p. 1mf. L1 ED 429 913

Developing a Multigenerational Creativity Website for Gifted and Talented Learners.
12p. 1mf. L1 ED 429 773

Differences among Senior and Young, Men and Women in Attitudes and Cognition.
25p. 1mf. L2 ED 429 254

Effectively Teaching Critical Thinking Skills to High School Students.
18p. 1mf. L1 ED 429 850

Patterns That Connect: Rethinking Our Approach to Learning and Thinking.
27p. 1mf. L1 ED 430 027

Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.
11p. 1mf. L1 ED 429 896

Time Management

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. 1mf. L1 ED 429 181

Timed Tests

Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.
14p. 1mf. L2 ED 430 039

Topography

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. 2mf. L1 ED 429 918

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Trainers

18p. 1mf. L1 ED 429 657

Art Criticism

Talking about Student Art. Art Education in Practice Series.
106p. 0mf. L3 ED 429 889

Art Education

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
62p. 1mf. L1 ED 429 901

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
274p. 3mf. L1 ED 429 902

Assessment in Art Education. Art Education in Practice Series.
147p. 0mf. L3 ED 429 888

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.
12p. 1mf. L1 ED 429 917

Talking about Student Art. Art Education in Practice Series.
106p. 0mf. L3 ED 429 889

Thinking through Aesthetics. Art Education in Practice Series.
128p. 0mf. L3 ED 429 887

Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.
10p. 1mf. L1 ED 429 457

Articulation (Education)

Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.
20p. 1mf. L1 ED 429 340

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Artists

Bring Life into Learning: Create a Lasting Literacy.
126p. 0mf. L3 ED 429 321

Asian Americans

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Asian History

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Singapore: A History of the Lion City.
104p. 2mf. L2 ED 429 921

Asian Studies

Singapore: A History of the Lion City.
104p. 2mf. L2 ED 429 921

Education. Revised.
14p. 1mf. L1 ED 429 361

Civil Liberties

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. 4mf. L1 ED 429 960

Civil Rights

Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.
14p. 1mf. L1 ED 429 361

Class Activities

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Class Size

The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.
16p. 1mf. L1 ED 429 940

Class Size.
79p. 1mf. L1 ED 429 349

Classroom Communication

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

Dialogic Assessment: Toward a "Conversational" Peer Response Method.
15p. 1mf. L1 ED 429 299

Classroom Environment

The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.
16p. 1mf. L1 ED 429 940

An Integrated Approach to Character Education.
179p. 2mf. L2 ED 429 860

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

Self-Esteem in Rural Schools: Dreams and Aspirations.
25p. 1mf. L1 ED 429 789

Classroom Techniques

Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.
34p. 1mf. L1 ED 429 709

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. 0mf. L3 ED 429 417

11p. 1mf. L1 ED 429 552

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

How Technology Education Transforms Teachers' Perspectives of Their Profession.
30p. 1mf. L2 ED 429 586

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.
73p. 1mf. L1 ED 429 567

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.
74p. 1mf. L1 ED 429 569

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.
70p. 1mf. L1 ED 429 568

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Keeping Our Balance in Times of Techno-Turbulence.
8p. 1mf. L1 ED 429 170

Nebraska Internet Evaluation Report, Year 5.
8p. 1mf. L1 ED 429 559

Network Design: Best Practices for Alberta School Jurisdictions.
110p. 2mf. L1 ED 429 574

The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.
301p. 0mf. L3 ED 429 598

New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.
9p. 1mf. L1 ED 429 579

The Online Learning Academy.
8p. 1mf. L1 ED 429 548

Opportunities for ICT in the Primary School.
250p. 0mf. L3 ED 429 596

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.
8p. 1mf. L1 ED 429 578

Teacher Education Students' Beliefs about Technology.
60p. 1mf. L1 ED 429 589

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.
15p. 1mf. L1 ED 429 553

Teachers as Technologists: Professional Development for Technology Integration.
27p. 1mf. L1 ED 429 581

146p. 2mf. L1 ED 429 256

Demonstrations (Science)

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

Department Heads

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

Descriptive Writing

Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.
30p. 1mf. L1 ED 429 873

Design Preferences

Interface Design Issues for Web-Based Collaborative Learning Systems.
8p. 1mf. L1 ED 429 538

Developing Nations

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Seeing the Light: Literacy Education and Citizenship in Botswana.
14p. 1mf. L1 ED 429 867

Developmental Disabilities

A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.
7p. 1mf. L1 ED 429 761

Developmental Studies Programs

College Remediation: What It Is, What It Costs, What's At Stake.
35p. 1mf. L1 ED 429 525

Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.
46p. 1mf. L1 ED 430 042

Evaluation of SLS Intervention Courses. Information Capsule.
11p. 1mf. L1 ED 429 645

On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Outcomes of Students Enrolled in Developmental Education Courses.
14p. 1mf. L1 ED 429 338

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Diachronic Linguistics

Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.
479p. 0mf. L3 ED 429 455

296p. 4mf. L1 ED 429 218

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Educational Improvement

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. 3mf. L1 ED 429 639

Actual Schools, Possible Practices. New Directions in Professional Development.
45p. 1mf. L1 ED 429 980

Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.
240p. 0mf. L3 ED 429 934

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.
294p. 0mf. L3 ED 429 935

The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.
301p. 0mf. L3 ED 429 598

Program Development and Evaluation for Schools and Communities.
171p. 2mf. L1 ED 429 363

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Educational Innovation

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Changing Literacies. Changing Education Series.
212p. 0mf. L3 ED 429 217

Innovation in Russian Schools. International Studies in Education.
79p. 1mf. L2 ED 429 851

Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.
16p. 1mf. L1 ED 429 793

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.
43p. 1mf. L1 ED 429 955

Educational Legislation

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.
61p. 1mf. L1 ED 429 380

Validation of Angoff-based Predictions of Item Performance.	35p.	1mf.	L1	ED 430 004
When Inter-Rater Reliability Is Obtained from Only Part of a Sample.	20p.	1mf.	L1	ED 430 049

Ethical Instruction

An Integrated Approach to Character Education.	179p.	2mf.	L2	ED 429 860
Morality in Education.	19p.	1mf.	L1	ED 429 878
Teaching Civics.	22p.	1mf.	L1	ED 429 862

Ethics

Ethics and Education for Adults in a Late Modern Society.	192p.	2mf.	L2	ED 429 198
Intro through Internet Psychology.	5p.	1mf.	L1	ED 429 258

Ethnic Groups

Multicultural Resources on the Internet: The United States and Canada.	366p.	0mf.	L3	ED 429 608

Ethnicity

Gender Differences in Mathematics Performance.	16p.	1mf.	L1	ED 429 818
Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.	7p.	1mf.	L1	ED 429 701
What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.	32p.	1mf.	L1	ED 429 847

Ethnography

I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.	28p.	1mf.	L1	ED 430 041
A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.	57p.	1mf.	L1	ED 429 817

European History

The Great Irish Famine.	150p.	2mf.	L2	ED 429 885
Springboards into Holocaust Study: Five Activities for Secondary Social Studies Students.	21p.	1mf.	L1	ED 429 893

Evaluation

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.	63p.	1mf.	L1	ED 429 845

7p. 1mf. L1 ED 429 776

Graduate Surveys

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. 1mf. L1 ED 429 213

Graduation Requirements

American Sign Language as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 429 464

Grammar

Anne Fisher and 18th-Century Literacy Training.
9p. 1mf. L1 ED 429 292

Are Preservice Teachers Literate in Grammar and Usage?
11p. 1mf. L1 ED 429 974

Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.
30p. 1mf. L1 ED 429 291

Grantsmanship

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

Graphing Calculators

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. 0mf. L3 ED 429 802

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

Graphs

Mathematics. Rivers Curriculum Guide.
243p. 0mf. L3 ED 429 819

Great Britain

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

Grievance Procedures

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Group Activities

Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.
7p. 1mf. L1 ED 429 550

22p. 1mf. L1 ED 429 595

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. 1mf. L1 ED 429 315

Instructional Improvement

Experiences in Virtual Teaching.
6p. 1mf. L1 ED 429 539

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.
44p. 1mf. L1 ED 429 264

Instructional Innovation

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

Developing a Hyperbook To Teach Computer Mediated Learning.
11p. 1mf. L1 ED 429 764

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

Instructional Leadership

The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.
12p. 1mf. L1 ED 429 353

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Instructional Materials

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Instructional Program Divisions

The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.
13p. 1mf. L1 ED 430 016

62p. 1mf. L1 ED 429 901

Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.
24p. 1mf. L1 ED 429 836

Learning Readiness

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Learning Resources Centers

Cooperative Learning Activities in the Library Media Center. Second Edition.
166p. 0mf. L3 ED 429 600

Learning Strategies

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. 1mf. L1 ED 429 372

Learning Theories

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

Teaching Learning Theories Via the Web.
14p. 1mf. L1 ED 429 554

Least Squares Statistics

School Effect Indices: Stability of One- and Two-Level Formulations.
20p. 1mf. L1 ED 430 029

Lesson Plans

The Education Forum: A Web-Based Resource for Teachers.
11p. 1mf. L1 ED 429 552

Teacher In-Service Training and the Incorporation of Technology into Teaching.
8p. 1mf. L1 ED 429 555

Letters (Correspondence)

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Library Administration

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Library Collection Development

Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.
305p. 0mf. L3 ED 429 612

11p. 1mf. L1 ED 429 692

Moral Development

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Morality in Education.
19p. 1mf. L1 ED 429 878

Moral Values

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

The Moral Reasoning of Adolescents Gifted in Science: A Case Study.
11p. 1mf. L1 ED 429 398

Morality in Education.
19p. 1mf. L1 ED 429 878

Urban Teaching: The Essentials.
87p. 0mf. L3 ED 430 070

Mother Attitudes

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

Mothers

Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.
14p. 1mf. L1 ED 429 695

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.
28p. 1mf. L1 ED 429 681

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. 1mf. L1 ED 429 244

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.
22p. 1mf. L1 ED 429 693

Semiotic Processes in Women's Coordination of Work and Family.
10p. 1mf. L1 ED 429 730

What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.
11p. 1mf. L1 ED 429 692

When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.
21p. 1mf. L1 ED 429 962

Motivation

Motivational Effects of the Informativeness of Feedback.
9p. 1mf. L1 ED 430 034

Motor Development

Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.
11p. 1mf. L1 ED 429 377

in Relations with Adjustment.
10p. 1mf. L1 ED 429 729

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Play-Based Programming: Advantages for Rural Early Childhood Special Education.
10p. 1mf. L1 ED 429 748

The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.
376p. 0mf. L3 ED 429 677

Poetry

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Poets

Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."
14p. 1mf. L1 ED 429 290

Policy Formation

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

National Council on Disability Annual Report Volume 19, Fiscal Year 1998.
50p. 1mf. L1 ED 429 407

Political Issues

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

Politics of Education

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."
34p. 1mf. L1 ED 429 514

Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.
16p. 1mf. L1 ED 429 949

Popular Culture

The Image of Higher Education in American Indian Popular Literature.
13p. 1mf. L1 ED 429 289

La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).
19p. 1mf. L1 ED 429 443

Popular Education

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.
36p. 1mf. L1 ED 429 297

Structuring Support for Change in the Middle Years Literacy Program.
18p. 1mf. L1 ED 429 266

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Reading Interests

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. 2mf. L1 ED 429 279

Reading Material Selection

Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.
13p. 1mf. L1 ED 429 418

Middle Grade Boys: Reading Habits and Preferences for a New Millennium.
19p. 1mf. L1 ED 429 274

Text Matters in Learning to Read.
28p. 1mf. L1 ED 429 270

Reading Materials

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.
314p. 0mf. L3 ED 429 613

Reading Programs

Read Arizona.
402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Science Education

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Biotechnology Works!
7p. 1mf. L1 ED 429 742

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Connecting To Increase Task Variety in Biology Classroom--A Case Study.
11p. 1mf. L2 ED 429 824

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Innovative Hands-on Activities for Middle School Science.
7p. 1mf. L1 ED 429 814

An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

A Non-Content Specific Test of High School Students' Progress in Science.
12p. 1mf. L1 ED 429 833

Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.
19p. 1mf. L1 ED 429 827

Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.
22p. 1mf. L1 ED 429 828

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.
17p. 1mf. L1 ED 429 829

Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.
14p. 1mf. L1 ED 429 834

Science Instruction

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. 1mf. L1 ED 429 169

Chi-Square Statistics, Tests of Hypothesis and Technology.
26p. 1mf. L1 ED 430 044

Staff Development

Diversity in Online Courses.
8p. 1mf. L1 ED 429 540

Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.
23p. 1mf. L1 ED 429 895

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
42p. 1mf. L1 ED 429 660

Staff Role

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.
7p. 1mf. L1 ED 429 745

Standardized Tests

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

Standards

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

State Aid

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

State Colleges

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

State Departments of Education

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Persistence of These Beliefs.	14p.	1mf.	L1	ED 429 946
The Efficacy of Teacher Education in an Alternative Program.	30p.	1mf.	L1	ED 429 972
An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.	6p.	1mf.	L1	ED 429 768
Examination of Preschool Teachers' Biased Perception on Gender Differences.	36p.	1mf.	L1	ED 429 711
Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.	65p.	1mf.	L1	ED 429 295
Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.	22p.	1mf.	L1	ED 429 954
How Technology Education Transforms Teachers' Perspectives of Their Profession.	30p.	1mf.	L2	ED 429 586
An Inquiry into Teacher Concerns in Taiwan.	34p.	1mf.	L2	ED 429 945
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.	4p.	1mf.	L1	ED 429 633
Multicultural Reflection.	21p.	1mf.	L1	ED 429 983
Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.	8p.	1mf.	L1	ED 429 783
Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.	33p.	1mf.	L1	ED 429 964
Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.	59p.	1mf.	L1	ED 429 976
The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.	25p.	1mf.	L1	ED 429 825
Structuring Support for Change in the Middle Years Literacy Program.	18p.	1mf.	L1	ED 429 266
Teacher Education Students' Beliefs about Technology.	60p.	1mf.	L1	ED 429 589
Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.	34p.	1mf.	L1	ED 429 385
Teacher Thinking and Student Diversity.	31p.	1mf.	L1	ED 429 947
Teachers' Opinion about the Nature of Giftedness.	9p.	1mf.	L1	ED 429 373
Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.	11p.	1mf.	L1	ED 429 750
What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.	22p.	1mf.	L1	ED 429 822

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Training

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. 1mf. L1 ED 429 557

Teachers as Technologists: Professional Development for Technology Integration.
27p. 1mf. L1 ED 429 581

Training Methods

How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.
190p. 0mf. L3 ED 429 214

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Transfer of Training

Node-Link Mapping Promotes Top-Down Learning.
9p. 1mf. L1 ED 429 253

Transfer Policy

Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.
20p. 1mf. L1 ED 429 340

Transitional Programs

How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?
12p. 1mf. L1 ED 429 781

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.
17p. 1mf. L1 ED 430 038

Passageway: An Avenue into the Future.
5p. 1mf. L1 ED 429 740

Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.
8p. 1mf. L1 ED 429 783

Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.
8p. 1mf. L1 ED 429 754

Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.
8p. 1mf. L1 ED 429 782

Action Alliance for Virginia's Children and Youth, Richmond.

Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.
33p. 1mf. L1 ED 429 725

Adult Literacy Resource Inst., Boston, MA.

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. 1mf. L1 ED 429 465

Aguirre International, San Mateo, CA.

Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.
259p. 3mf. L1 ED 429 467

Alabama Counseling Association.

Alabama Counseling Association Journal, 1998-1999.
140p. 2mf. L1 ED 429 245

Alabama State Dept. of Education, Montgomery.

Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.
274p. 3mf. L1 ED 429 902

Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.
172p. 2mf. L1 ED 429 903

Alaska Univ., Anchorage. Inst. of Social and Economic Research.

Current and Future Demand for Distance Education.
154p. 2mf. L1 ED 429 628

Alberta Dept. of Education, Edmonton.

Computer Network Security: Best Practices for Alberta School Jurisdictions.
130p. 2mf. L1 ED 429 572

FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.
21p. 1mf. L1 ED 429 577

FOIPP and Technology: Best Practices for Alberta School Jurisdictions.
107p. 2mf. L1 ED 429 576

A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of Reflection on the Listening Process.)
72p. 1mf. L1 ED 429 328

Managing Technology Funding: Best Practices for Alberta School Jurisdictions.
26p. 1mf. L1 ED 429 570

Network Design: Best Practices for Alberta School Jurisdictions.
110p. 2mf. L1 ED 429 574

Denver Univ., CO. Center for Teaching International Relations.

Geography, Culture, History, Politics of Latin America. Revised.
144p. 2mf. L2 ED 429 854

Department of Education, Washington, DC.

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. 1mf. L1 ED 429 329

An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.
6p. 1mf. L1 ED 429 768

Federal Perkins Loan Program: Status of Default as of June 30, 1998.
369p. 4mf. L1 ED 429 507

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. 1mf. L1 ED 429 691

Department of Energy, Washington, DC. Office of Energy Research.

Virtual Partnerships in Research and Education.
7p. 1mf. L1 ED 429 541

Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.

The State of the Cities, 1998.
58p. 1mf. L1 ED 430 071

Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.

Longitudinal Study of the Reading Recovery Program, 1994-1998.
27p. 1mf. L1 ED 430 067

Dublin Univ. Trinity Coll. (Ireland). Centre for Language and Communication Studies.

Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).
25p. 1mf. L1 ED 429 446

Economic Policy Inst., Washington, DC.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

Education Commission of the States, Denver, CO.

State Issues Report, 1997-98.

National Career Development Association, Columbus, OH.

The Internet: A Tool for Career Planning.
74p. 1mf. L2 ED 429 182

National Center for Education Statistics (ED), Washington, DC.

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

National Center for History in the Schools, Los Angeles, CA.

Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.
98p. 2mf. L1 ED 429 883

The Harlem Renaissance. A Unit of Study for Grades 9-12.
56p. 1mf. L1 ED 429 882

National Center for Learning Disabilities, Inc., New York, NY.

Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).
19p. 1mf. L1 ED 429 412

National Center for Postsecondary Improvement, Stanford, CA.

Analytic Framework of Institutional Support for Student Assessment.
52p. 1mf. L1 ED 429 517

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.
209p. 3mf. L1 ED 429 520

Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.
27p. 1mf. L1 ED 429 518

Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.
134p. 2mf. L1 ED 429 519

National Center for Research in Vocational Education, Berkeley, CA.

Accountability Systems: Performance Standards and Assessment.
13p. 1mf. L1 ED 429 178

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.
14p. 1mf. L1 ED 429 653

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. 1mf. L1 ED 429 184

National Child Welfare Resource Center for Organizational Improvement, Portland, ME.

Standing Conference on Univ. Teaching and Research in the Education of Adults.

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. 0mf. L3 ED 429 219

State Higher Education Executive Officers Association.

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.

Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.
9p. 1mf. L2 ED 429 262

Statistics Canada, Ottawa (Ontario).

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Student Advocacy Center of Michigan, Ann Arbor.

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
46p. 1mf. L2 ED 429 356

System for Adult Basic Education Support, Boston, MA.

Opening Borders.
29p. 1mf. L1 ED 429 468

Tampere Univ., Hameelinna (Finland). Dept. of Education.

Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.
296p. 4mf. L1 ED 429 218

TASH, Baltimore, MD.

TASH Newsletter, 1997.
303p. 4mf. L1 ED 429 403

TASH Newsletter, 1998.
331p. 4mf. L1 ED 429 404

Temple Univ., Philadelphia. Center for Research in Human Development and Education.

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.
73p. 1mf. L1 ED 429 571

Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.
77p. 1mf. L1 ED 429 573

Student Health Partnership Planning Guide: 1999-2000.
51p. 1mf. L1 ED 429 724

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.
73p. 1mf. L1 ED 429 567

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.
74p. 1mf. L1 ED 429 569

Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.
70p. 1mf. L1 ED 429 568

Alberta Dept. of Education, Edmonton. Language Services Branch.

En Bons Termes avec les Etudes Sociales. Glossaire pour les 10e, 11e, et 12e Annees (On Good Terms with the Social Studies. A Glossary for the 10th, 11th, and 12th Years).
213p. 3mf. L1 ED 429 891

Allegheny Univ. of the Health Sciences, Pittsburgh, PA.

Professional Development for "All" Personnel in Inclusive Schools.
13p. 1mf. L1 ED 429 405

American Association for Career Education, Hermosa Beach, CA.

Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.
3p. 1mf. L1 ED 429 171

American Association of Community Colleges, Washington, DC.

Directory of Disability Support Services in Community Colleges, 1996.
220p. 3mf. L1 ED 429 656

American Council on Rural Special Education.

Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).
447p. 5mf. L1 ED 429 738

American Counseling Association, Alexandria, VA.

Confronting Prejudice and Racism during Multicultural Training.
219p. 3mf. L2 ED 429 247

Cross-Cultural Counseling: A Casebook.
244p. 3mf. L2 ED 429 246

103p. 2mf. L1 ED 429 364

Education Development Center, Inc., Newton, MA. K-12 Mathematics Curriculum Center.

Curriculum Summaries, Second Edition.
35p. 1mf. L1 ED 429 841

Education International, Brussels (Belgium).

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. 4mf. L1 ED 429 960

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 34, Number 9.
p. 0mf. L2 ED 429 167

Educational Testing Service, Princeton, NJ. Policy Information Center.

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.
35p. 1mf. L1 ED 430 052

EDUCAUSE, Washington, DC.

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

Eisenhower Regional Consortium for Mathematics and Science Education, Charleston, WV.

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.
4p. 1mf. L1 ED 429 633

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. 1mf. L1 ED 429 929

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Creativity in Adulthood. ERIC Digest No. 204.

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

National Commission on Libraries and Information Science, Washington, DC.

Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.
114p. 2mf. L1 ED 429 601

National Consortium for Teaching Canada.

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. 2mf. L1 ED 429 856

National Consultation on Career Development (NATCON), Toronto (Ontario).

NATCON Papers 1998 = Les Actes du CONAT 1998 . Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (24th, Ottawa, Ontario, Canada, January 26-28, 1998).
241p. 3mf. L1 ED 429 251

National Council for Curriculum, Bucharest (Romania).

Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.
37p. 1mf. L1 ED 429 876

National Council for Geographic Education.

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. 2mf. L1 ED 429 918

Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.
136p. 2mf. L1 ED 429 910

National Council for the Social Studies, Washington, DC.

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. 2mf. L1 ED 429 856

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

National Council of Teachers of Mathematics, Inc., Reston, VA.

Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.
13p. 1mf. L2 ED 429 843

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
185p. 2mf. L1 ED 429 801

Tennessee Univ., Martin. Center of Excellence for Science and Mathematics Education.

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

Texas Education Agency, Austin. Div. of Research and Evaluation.

Texas School Counseling and Guidance Programs. Case Studies Report.
172p. 2mf. L1 ED 429 241

Texas School Counseling and Guidance Programs. Final Study Report.
89p. 1mf. L1 ED 429 240

Texas Public Policy Foundation, San Antonio.

Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.
49p. 1mf. L1 ED 430 058

Texas State Commission on Alcohol and Drug Abuse, Austin.

Survey of Substance Use on the Texas-Mexico Border and Colonias, 1996.
150p. 2mf. L1 ED 429 257

Texas School Survey of Substance Use among Students: Grades 7-12, 1998.
146p. 2mf. L1 ED 429 256

Texas Teacher Retirement System, Austin.

History of Benefit Improvements, '37-'97.
30p. 1mf. L1 ED 429 971

Improving Service into the 21st Century. A Strategic Plan for the Teacher Retirement System of Texas 1999-2003.
135p. 2mf. L1 ED 429 966

Thirteen WNET, New York, NY.

What's Up in Technology? Teacher's Curriculum Guide.
21p. 1mf. L1 ED 429 180

Thomas B. Fordham Foundation, Washington, DC.

A Nation Still at Risk.
4p. 1mf. L1 ED 429 988

Turner Educational Services, Inc., Newtown, PA.

CNN Newsroom Classroom Guides. April 1999.
127p. 2mf. L2 ED 429 563

CNN Newsroom Classroom Guides. February 1999.
118p. 2mf. L2 ED 429 562

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Learning for Life. Education To Fight Exclusion Project.

Empowering Women for Equity: A Counseling Approach.
313p. 4mf. L2 ED 429 259

Supervision Strategies for the First Practicum. Second Edition.
240p. 3mf. L2 ED 429 248

American Educational Research Association, Washington, DC. Vocational Education Special Interest Group.

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. 1mf. L2 ED 429 226

American Federation of Labor and Congress of Industrial Organizations, Washington, DC.

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

American Federation of Teachers, Washington, DC.

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. 2mf. L1 ED 429 979

Peer Assistance & Peer Review. An AFT/NEA Handbook.
106p. 2mf. L1 ED 429 978

American Inst. of Architects, Washington, DC.

Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.
77p. 1mf. L2 ED 429 424

Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).
28p. 1mf. L2 ED 429 425

Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).
15p. 1mf. L2 ED 429 426

American Inst. of Physics, College Park, MD. Education and Employment Statistics Div.

Enrollments and Degrees Report.
14p. 1mf. L1 ED 429 511

American Institutes for Research, Washington, DC.

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

4p. 1mf. L1 ED 429 186

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. 1mf. L1 ED 429 189

Knowledge Workers. Trends and Issues Alert No. 4.
4p. 1mf. L1 ED 429 210

New Views of Adult Learning. Trends and Issues Alert No. 5.
4p. 1mf. L1 ED 429 211

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. 1mf. L1 ED 429 187

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. 1mf. L1 ED 429 188

Teaching Critical Reflection. Trends and Issues Alerts.
4p. 1mf. L1 ED 429 177

Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.
4p. 1mf. L1 ED 429 212

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.
4p. 1mf. L1 ED 429 987

A Nation Still at Risk.
4p. 1mf. L1 ED 429 988

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.
4p. 1mf. L1 ED 429 420

IDEA's Definition of Disabilities. ERIC Digest E560.
4p. 1mf. L1 ED 429 396

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. 1mf. L1 ED 429 397

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Principles and Standards for School Mathematics: Discussion Draft.
335p. 4mf. L2 ED 429 844

National Council on Disability, Washington, DC.

National Council on Disability Annual Report Volume 19, Fiscal Year 1998.
50p. 1mf. L1 ED 429 407

National Education Association, Washington, DC.

Assessing Learning in the Classroom. Student Assessment Series.
48p. 1mf. L2 ED 429 989

Classroom Assessment for Student Success. Student Assessment Series.
68p. 1mf. L2 ED 429 990

Implementing Standards-Based Education. Student Assessment Series.
101p. 2mf. L2 ED 430 028

Peer Assistance & Peer Review. An AFT/NEA Handbook.
106p. 2mf. L1 ED 429 978

National Endowment for the Humanities (NFAH), Washington, DC.

Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.
42p. 1mf. L1 ED 429 868

National Food Service Management Inst., University, MS.

Energy Conservation Manual for School Food Service Managers.
90p. 1mf. L1 ED 429 429

Issues Related to Equipment and the Dietary Guidelines for Americans.
47p. 1mf. L1 ED 429 428

National Inst. for Educational Research, Tokyo (Japan).

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. 2mf. L1 ED 429 857

National Inst. of Adult Continuing Education Cymru, Cardiff (Wales).

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

National Inst. of Adult Continuing Education, Leicester (England).

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Education behind Bars. International Comparisons.
178p. 2mf. L2 ED 429 197

Ethics and Education for Adults in a Late Modern Society.
192p. 2mf. L2 ED 429 198

Innovations for Youth No. 2.
37p. 1mf. L1 ED 429 928

United States Government Printing Office, Washington, DC.

High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
9p. 1mf. L1 ED 429 326

Utah Children, Salt Lake City.

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. 3mf. L1 ED 429 670

Utah Valley State Coll., Orem.

Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.
24p. 1mf. L1 ED 429 630

Vanderbilt Univ., Nashville, TN. Inst. for Public Policy Studies.

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

Virginia Commonwealth Univ., Richmond. Rehabilitation and Training Center on Supported Employment.

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Virginia Foundation for the Humanities and Public Policy, Charlottesville.

Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.
29p. 1mf. L1 ED 429 551

Virginia Space Grant Consortium, Hampton.

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

Virginia State Dept. of Social Services, Richmond.

Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.
111p. 2mf. L1 ED 429 384

Virginia Univ., Charlottesville.

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.

The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.
131p. 2mf. L1 ED 429 421

American Library Association, Chicago, IL.

The Community Networking Handbook.
204p. 0mf. L3 ED 429 599

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Appalachia Educational Lab., Charleston, WV.

Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.
234p. 3mf. L1 ED 429 837

A Guide to Gender Fair Education in Science and Mathematics.
42p. 1mf. L1 ED 429 838

K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.
100p. 2mf. L1 ED 429 839

Applied Behavioral & Cognitive Sciences, Inc., San Diego, CA.

Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.
10p. 1mf. L1 ED 429 235

Arizona State Dept. of Education, Phoenix.

English Acquisition Services: A Summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.
31p. 1mf. L1 ED 429 451

Arizona State Dept. of Library, Archives and Public Records, Phoenix.

Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.
71p. 1mf. L1 ED 429 853

Read Arizona.
402p. 5mf. L1 ED 429 605

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Arizona State Univ., Tempe. Morrison Inst. for Public Policy.

Arizona Charter School Progress Evaluation.
88p. 1mf. L1 ED 429 339

On Track with Phoenix Early Head Start. Evaluation Report, 1997-

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. 1mf. L1 ED 429 419

ERIC Clearinghouse on Educational Management, Eugene, OR.

Implementing Looping. ERIC Digest, Number 123.
3p. 1mf. L1 ED 429 330

Peer Review of Teachers. ERIC Digest, Number 126.
3p. 1mf. L1 ED 429 343

Student Truancy. ERIC Digest, Number 125.
3p. 1mf. L1 ED 429 334

ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Enriching Children's Out-of-School Time. ERIC Digest.
3p. 1mf. L1 ED 429 737

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 593

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. 1mf. L1 ED 429 594

ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

American Sign Language as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 429 464

ERIC Clearinghouse on Urban Education, New York, NY.

Girls and Violence. ERIC Digest Number 143.
4p. 1mf. L1 ED 430 069

ERIC Processing and Reference Facility, Laurel, MD.

Resources in Education (RIE). Volume 34, Number 9.
p. 0mf. L2 ED 429 167

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Fields of Training. Manual.
47p. 1mf. L1 ED 429 195

Vocational Education and Training in Sweden.
140p. 2mf. L1 ED 429 172

Family Learning Association, Bloomington, IN.

Phonics Plus, Book A (Levels K-1).
103p. 2mf. L1 ED 429 275

Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.
130p. 2mf. L1 ED 429 276

Excluded Men: Men Who Are Missing from Education and Training.
161p. 2mf. L2 ED 429 199

Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.
85p. 1mf. L2 ED 429 200

Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.
51p. 1mf. L2 ED 429 201

Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.
224p. 3mf. L2 ED 429 202

Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.
48p. 1mf. L2 ED 429 203

Popular Education and Social Movements in Scotland Today.
313p. 4mf. L2 ED 429 204

Returning Women. Their Training and Employment Choices and Needs.
37p. 1mf. L2 ED 429 205

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

National Inst. of General Medical Sciences (NIH), Bethesda, MD.

The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.
53p. 1mf. L1 ED 429 501

National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.

Hearing Loss in Children: Delayed Speech and Language Information Packet.
41p. 1mf. L1 ED 429 406

National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Issues in Emergent Literacy for Children with Language Impairments.
45p. 1mf. L1 ED 429 278

National Literacy Secretariat, Ottawa (Ontario).

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. 2mf. L1 ED 429 173

National Park Service (Dept. of Interior), Washington, DC.

Exploring a Common Past: Researching and Interpreting the

119p. 2mf. L1 ED 429 392

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

West Virginia State Dept. of Education, Charleston.

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.
40p. 1mf. L1 ED 429 632

Who's Who among American High School Students, Lake Forest, IL.

Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.
210p. 3mf. L1 ED 429 667

Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.
169p. 2mf. L1 ED 429 668

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
151p. 2mf. L1 ED 429 671

Wisconsin State Legislative Audit Bureau, Madison.

Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.
41p. 1mf. L1 ED 430 018

Wisconsin Univ., Madison. Office of Policy Analysis and Research.

The Graying of the Faculty in the UW System.
43p. 1mf. L1 ED 429 522

Women's Research & Education Inst., Washington, DC.

Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.
89p. 1mf. L1 ED 429 220

Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.
119p. 2mf. L1 ED 429 221

World Hunger Year, New York, NY.

Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.
242p. 3mf. L1 ED 429 884

Wyoming State Library, Cheyenne.

Wyoming Public Library Statistics, FY 98.

98.
81p. 1mf. L1 ED 429 722

Arkansas State Dept. of Education, Little Rock.

Arkansas Dance Curriculum Framework 1995 (Draft).
17p. 1mf. L1 ED 429 907

Arkansas History Curriculum Framework 1997.
17p. 1mf. L1 ED 429 905

Arkansas Music Curriculum Framework 1997.
14p. 1mf. L1 ED 429 908

Arkansas Social Studies Curriculum Framework 1997.
21p. 1mf. L1 ED 429 904

Arkansas Visual Arts Curriculum Framework 1997.
10p. 1mf. L1 ED 429 906

Association for Supervision and Curriculum Development, Alexandria, VA.

The Differentiated Classroom. Responding to the Needs of all Learners.
145p. 2mf. L2 ED 429 944

Association of American Colleges and Universities, Washington, DC.

Reasons for Hope. Promising Practices from the Campus Diversity Initiative.
41p. 1mf. L1 ED 429 513

Association of Research Libraries, Washington, DC.

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. 3mf. L1 ED 429 620

Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.

The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.
42p. 1mf. L1 ED 429 609

The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.
134p. 2mf. L1 ED 429 610

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. 2mf. L1 ED 429 622

Association of Washington School Principals, Olympia.

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
23p. 1mf. L2 ED 429 849

Australian Research Council.

First Year University in Retrospect: The Voices of Rural Students.
12p. 1mf. L1 ED 429 791

Family Resource Coalition, Chicago, IL.

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

Finance Project, Washington, DC.

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.
61p. 1mf. L1 ED 429 712

Privatization, Contracting, and Reform of Child and Family Social Services.
58p. 1mf. L1 ED 429 715

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Florida Dept. of State, Tallahassee. Div. of Library and Information Services.

Born To Read: How To Nurture a Baby's Love of Learning.
264p. 3mf. L1 ED 429 615

Florida State Board of Community Colleges, Tallahassee.

The Fact Book, Report for the Florida Community College System, 1999.
203p. 3mf. L1 ED 429 637

Florida State Dept. of Environmental Protection, Tallahassee.

Classroom and Field Experiments for Florida's Environmental Resources.
26p. 1mf. L1 ED 429 810

I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.
30p. 1mf. L1 ED 429 811

Florida State Library, Tallahassee.

Readers on the Prowl: Florida Library Youth Program Manual.
200p. 3mf. L1 ED 429 617

Sensational Summers: Reaching Your Community through Outreach Programming.
29p. 1mf. L1 ED 429 616

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Competitive Financing Mechanisms: Auctions Used by Federal Agencies.
28p. 1mf. L1 ED 429 500

Direct Student Loans: Overpayments during the Department of Education's Conversion to a New Payment System.
9p. 1mf. L1 ED 429 502

Underground Railroad.
54p. 1mf. L2 ED 429 880

National Research Center on English Learning and Achievement, Albany, NY.

Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.
65p. 1mf. L1 ED 429 295

National Research Center on the Gifted and Talented, Storrs, CT.

The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.
34p. 1mf. L1 ED 429 390

Instruments and Evaluation Designs Used in Gifted Programs.
149p. 2mf. L1 ED 429 391

Instruments Used in the Identification of Gifted and Talented Students.
180p. 2mf. L1 ED 429 395

Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.
119p. 2mf. L1 ED 429 392

Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.
73p. 1mf. L1 ED 429 389

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. 1mf. L1 ED 429 394

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.
6p. 1mf. L1 ED 429 415

What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.
6p. 1mf. L1 ED 429 414

What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.
6p. 1mf. L1 ED 429 413

National Resource Center for Family Centered Practice, Iowa City, IA.

Family Support Evaluation.
37p. 1mf. L2 ED 429 669

National Science Foundation, Arlington, VA.

Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.
7p. 1mf. L1 ED 429 760

An Investigation in Preparing Teacher Candidates To Make

41p. 1mf. L1 ED 429 614

Yale Univ., New Haven, CT.

A Triarchic Approach to Giftedness.
86p. 1mf. L1 ED 429 393

Yale Univ., New Haven, CT. Family Television Research and Consultation Center.

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Rural Students Continuing Their Studies in University Contexts.
12p. 1mf. L1 ED 429 792

Bank Street Coll. of Education, New York, NY. Center for Family Support.

The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.
9p. 1mf. L1 ED 429 676

BB34208-Maryland Univ. System Administration, Adelphi.

Reasons for Hope. Promising Practices from the Campus Diversity Initiative.
41p. 1mf. L1 ED 429 513

Bureau of International Labor Affairs (DOL), Washington, DC.

By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.
275p. 3mf. L1 ED 429 723

Bureau of Labor Statistics (DOL), Washington, DC.

Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.
12p. 1mf. L1 ED 429 229

Cable News Network, Atlanta, GA.

CNN Newsroom Classroom Guides. April 1999.
127p. 2mf. L2 ED 429 563

CNN Newsroom Classroom Guides. February 1999.
118p. 2mf. L2 ED 429 562

Calgary Univ. (Alberta). Centre for Gifted Education.

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

California Community Colleges, Sacramento. High-Tech Center for the Disabled.

Providing Access to Library Automation Systems for Students with Disabilities.
19p. 1mf. L1 ED 429 636

California State Postsecondary Education Commission, Sacramento.

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.
33p. 1mf. L1 ED 429 505

California State Univ. Inst., Long Beach.

Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.
78p. 1mf. L1 ED 429 227

Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. 1mf. L1 ED 429 367

Georgetown Univ. Child Development Center, Washington, DC. National Technical Assistance Center for Children's Mental Health.

Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.
141p. 2mf. L1 ED 429 422

Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.
118p. 2mf. L1 ED 429 423

Georgia Univ., Athens. Inst. of Higher Education.

Planning Imperatives for the Next Century. IHE Perspectives.
8p. 1mf. L1 ED 429 493

Teaching and Technological Innovation. IHE Perspectives.
8p. 1mf. L1 ED 429 492

Global Learning, Inc., Union, NJ.

Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.
17p. 1mf. L1 ED 429 804

Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.
93p. 1mf. L1 ED 429 805

Harvard Family Research Project, Cambridge, MA.

Helping Parents Communicate Better with Schools. Early Childhood Digest.
4p. 1mf. L1 ED 429 708

Hawaii Univ., Honolulu. Center for Southeast Asian Studies.

Burma and the Burmese: A Historical Perspective.
121p. 2mf. L2 ED 429 920

Singapore: A History of the Lion City.
104p. 2mf. L2 ED 429 921

Hawaii Univ., Honolulu. Coll. of Education.

A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.
19p. 1mf. L1 ED 429 192

Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).
69p. 1mf. L1 ED 429 193

Connections between Science and Mathematics.
77p. 1mf. L1 ED 429 830

A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.
57p. 1mf. L1 ED 429 817

The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.
44p. 1mf. L1 ED 430 051

Parental Involvement and Students' Academic Achievement: A Meta-Analysis.
35p. 1mf. L1 ED 430 048

The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.
25p. 1mf. L1 ED 429 825

Sisters in Science: An Intergenerational Science Program for Elementary School Girls.
33p. 1mf. L1 ED 429 832

A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.
24p. 1mf. L1 ED 429 820

Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.
7p. 1mf. L1 ED 429 532

Web-based Educational Media: Issues and Empirical Test of Learning.
7p. 1mf. L1 ED 429 542

National Science Foundation, Washington, DC.

Intro through Internet Psychology.
5p. 1mf. L1 ED 429 258

Nebraska State Dept. of Education, Lincoln.

Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.
527p. 6mf. L1 ED 429 230

Nevada Univ., Reno.

Facilitating Effective Inclusion through Staff Development.
6p. 1mf. L1 ED 429 769

New Zealand Council for Educational Research, Wellington.

Assessing an Essential Skill: Finding Information in the Library.
23p. 1mf. L1 ED 429 995

Information Skills in the New Zealand Curriculum: A Blueprint for Education?
18p. 1mf. L1 ED 429 618

Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.
66p. 1mf. L1 ED 429 736

California State Univ., Fresno. Early Education Center.

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).
119p. 2mf. L1 ED 429 685

California State Univ., Seal Beach. Office of the Chancellor.

The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.
26p. 1mf. L1 ED 429 486

California Univ., Berkeley. Lawrence Hall of Science.

Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.
280p. 0mf. L3 ED 429 803

California Univ., Irvine.

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

California Univ., Los Angeles. Center for Mental Health in Schools.

Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.
47p. 1mf. L1 ED 430 068

California Wellness Foundation.

Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.
37p. 1mf. L1 ED 430 066

Campaign for Fiscal Equity, Inc., New York, NY.

Running on Empty: High Standards and Missing Resources in New York City's Public Schools.
30p. 1mf. L1 ED 430 063

Canadian Heritage, Ottawa (Ontario).

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. 2mf. L1 ED 429 462

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. 3mf. L1 ED 429 438

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.
131p. 2mf. L1 ED 429 461

Hearlihy & Co., Springfield, OH.

Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your School.
23p. 1mf. L1 ED 429 430

Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
49p. 1mf. L1 ED 429 249

Hofstra Univ., Hempstead, NY.

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.
130p. 2mf. L1 ED 429 439

Hokkaido Univ., Sapporo (Japan). Faculty of Education.

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. 1mf. L1 ED 429 658

Hong Kong Teachers Association.

New Horizons in Education, No. 39.
164p. 2mf. L1 ED 429 454

Hopkins School District, MN.

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Howard Hughes Medical Inst., Chevy Chase, MD. Office of Grants and Special Programs.

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Idaho State Legislature, Boise. Office of Performance Evaluation.

State Funding of Head Start.
7p. 1mf. L1 ED 429 703

Illinois Community Coll. Board, Springfield.

Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.
51p. 1mf. L1 ED 429 638

Institute for Educational Leadership, Washington, DC.

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Institute for Higher Education Policy, Washington, DC.

College Remediation: What It Is, What It Costs, What's At Stake.
35p. 1mf. L1 ED 429 525

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. 2mf. L1 ED 429 735

North Carolina Child Advocacy Inst., Raleigh.

Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.
31p. 1mf. L1 ED 429 689

Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.
33p. 1mf. L1 ED 429 688

NC Data Guide to Child Well-being, 1998.
164p. 2mf. L1 ED 429 690

North Carolina Office of the State Auditor, Raleigh.

Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United Church of Christ (Moncure, North Carolina).
30p. 1mf. L1 ED 429 726

North Carolina State Dept. of Public Instruction, Raleigh.

Annual Report on School Violence, 1997-98.
76p. 1mf. L1 ED 429 342

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. 2mf. L1 ED 429 374

North Carolina Univ., Chapel Hill. General Administration.

Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.
288p. 3mf. L1 ED 429 510

Northwest Center Sustainable Resources, Salem, OR.

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Northwest Regional Educational Lab., Portland, OR. Child, Family, and Community Program.

Actual Schools, Possible Practices. New Directions in Professional Development.
45p. 1mf. L1 ED 429 980

Nova Southeastern Univ., Fort Lauderdale, FL.

A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.
40p. 1mf. L1 ED 429 476

Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.
112p. 2mf. L1 ED 429 441

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. 3mf. L1 ED 429 442

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. 2mf. L1 ED 429 448

Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).
274p. 3mf. L1 ED 429 447

Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.
198p. 3mf. L1 ED 429 440

The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.
134p. 2mf. L1 ED 429 444

Capital Access Group, Arlington, VA.

Tax Strategies for Community Economic Development.
28p. 1mf. L1 ED 429 713

Carnegie Corp. of New York, NY.

Libraries and Andrew Carnegie's Challenge.
12p. 1mf. L1 ED 429 621

Center for Civic Education, Calabasas, CA.

CIVITAS: An International Civic Education Exchange Program. Evaluation Report.
85p. 1mf. L1 ED 429 897

Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Center for Research on Information Technology and Organizations, Irvine, CA.

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Center for Research on the Education of Students Placed At Risk, Baltimore, MD.

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.
49p. 1mf. L1 ED 429 524

Institute for Women's Policy Research, Washington, DC.

Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.
31p. 1mf. L2 ED 429 231

On Common Ground: Prominent Women Talk about Work & Family.
72p. 1mf. L2 ED 429 232

Institute of Employment Research, Nurenberg (Germany).

The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.
124p. 2mf. L1 ED 429 228

International Bureau of Education, Geneva (Switzerland).

Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.
43p. 1mf. L1 ED 429 955

International Society for Technology in Education, Eugene, OR.

Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.
20p. 1mf. L1 ED 429 585

Iowa State Historical Society, Iowa City.

Iowa Festivals.
34p. 1mf. L1 ED 429 892

Letters and Letter Writing.
34p. 1mf. L1 ED 429 858

Irish Famine Curriculum Committee and Education Fund, Inc., Morristown, NJ.

The Great Irish Famine.
150p. 2mf. L2 ED 429 885

Izaak Walton League of America, Gaithersburg, MD.

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. 1mf. L1 ED 429 800

Johns Hopkins Univ., Baltimore, MD. Center for Social Organization of Schools.

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.
195p. 2mf. L1 ED 430 072

Joint Center for Political Studies, Washington, DC.

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Nova Southeastern Univ., Ft. Lauderdale, FL. Research and Planning.

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. 1mf. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. 1mf. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. 1mf. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. 1mf. L1 ED 429 477

A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.
38p. 1mf. L1 ED 429 482

A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.
26p. 1mf. L1 ED 429 480

A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.
28p. 1mf. L1 ED 429 483

Office for Civil Rights (ED), Washington, DC.

Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.
14p. 1mf. L1 ED 429 361

Office of Educational Research and Improvement (ED), Washington, DC.

Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.
22p. 1mf. L1 ED 430 030

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.
3p. 1mf. L1 ED 429 224

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. 1mf. L1 ED 429 759

School-Based Teacher Education "en la Frontera": Preparing

Grade Retention: Prevalence, Timing, and Effects. Report No. 33.
120p. 2mf. L1 ED 430 056

Center for the Improvement of Early Reading Achievement, Ann Arbor.

Assessing Readiness.
37p. 1mf. L1 ED 429 272

Culture, Autobiography, and the Education of Literacy Teachers.
21p. 1mf. L1 ED 429 273

Integrated Literacy Instruction: A Review of the Literature.
35p. 1mf. L1 ED 429 310

Orchestrating the Thought and Learning of Struggling Writers.
39p. 1mf. L1 ED 429 303

Policy-Oriented Research on Literacy Standards and Assessment.
42p. 1mf. L1 ED 429 309

The Role of Hypermedia Cases on Preservice Teachers' Views of Reading Instruction.
25p. 1mf. L1 ED 429 277

Standards for Primary-Grade Reading: An Analysis of State Frameworks.
32p. 1mf. L1 ED 429 271

Text Matters in Learning to Read.
28p. 1mf. L1 ED 429 270

Center for the Improvement of Early Reading Achievement, Ann Arbor. Achievement, Ann Arbor, MI.

Every Child a Reader. Applying Reading Research in the Classroom.
61p. 1mf. L1 ED 429 269

Cerritos Coll., Norwalk, CA.

Learning Community/Title III Project.
15p. 1mf. L1 ED 429 643

Chair Academy, Mesa, AZ.

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.
110p. 2mf. L2 ED 429 650

CHANGE, London (England).

Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.
228p. 3mf. L2 ED 429 206

Chemeketa Community Coll., Salem, OR.

Employers in Natural Resources--What They're Telling Us.
72p. 1mf. L1 ED 429 652

Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.
137p. 2mf. L1 ED 429 651

Justic Policy Inst., Washington, DC.

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Kellogg Foundation, Battle Creek, MI.

Teaching Biology on the Internet.
7p. 1mf. L1 ED 429 536

Kentucky State Dept. for Libraries and Archives, Frankfort.

Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.
357p. 4mf. L1 ED 429 604

Kids Count Minnesota, Minneapolis.

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. 3mf. L1 ED 429 706

Lightspan Partnership, Inc., San Diego, CA.

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).
26p. 1mf. L2 ED 429 716

Los Angeles County Office of Education, Downey, CA.

Project RESPECT. Third Year Program Evaluation Report.
38p. 1mf. L1 ED 429 456

Los Angeles Pierce Coll., Woodland Hills, CA.

Los Angeles Pierce College Planning Guide.
142p. 2mf. L1 ED 429 626

Lund Univ. (Sweden). Cognitive Science Research.

The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.
38p. 1mf. L1 ED 430 053

Lund Univ. (Sweden). Malmo School of Education.

Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.
14p. 1mf. L1 ED 429 899

Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.
26p. 1mf. L1 ED 429 898

Maryland State Dept. of Education, Baltimore.

Maryland School Performance Report, 1998: State and School Systems.
64p. 1mf. L1 ED 429 348

Maryland State Dept. of Education. Baltimore. Div. of Planning, Results and Information Management.

Special Education Teachers on the Arizona-Mexico Border.
8p. 1mf. L1 ED 429 775

Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Adult Education for the Homeless: A Program in Jeopardy.
44p. 1mf. L1 ED 429 233

Digest of Adult Education Statistics--1998.
93p. 1mf. L1 ED 429 234

Ohio Board of Regents, Columbus.

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Ohio State Dept. of Education, Columbus.

Tech Prep Ohio Progress Report.
16p. 1mf. L1 ED 429 209

Ohio State Dept. of Natural Resources, Columbus.

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Ohio State Univ. Mansfield Campus.

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Oklahoma State Regents for Higher Education, Oklahoma City.

Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.
13p. 1mf. L1 ED 429 485

Orange County Public Schools, Orlando, FL.

Citizenship Handbook.
159p. 2mf. L1 ED 429 466

Oxfordshire County Council, Oxford (England).

Assessment Matters in Adult Learning.
136p. 2mf. L2 ED 429 196

Pacific Resources for Education and Learning, Honolulu, HI.

Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.
12p. 1mf. L1 ED 429 806

Parry Center for Children, Portland, OR. Northwest Indian Child Welfare Inst.

Planning, Funding, and Implementing a Child Abuse Prevention Project.
217p. 3mf. L2 ED 429 243

Chicago Univ., IL. Chapin Hall Center for Children.

A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.
57p. 1mf. L2 ED 429 705

Child Trends, Inc., Washington, DC.

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.
22p. 1mf. L1 ED 429 683

Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.
16p. 1mf. L1 ED 429 698

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
157p. 2mf. L1 ED 429 718

Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.
129p. 2mf. L1 ED 429 682

Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.
85p. 1mf. L1 ED 429 719

Child Welfare League of America, Inc., Washington, DC.

ADHD Handbook for Families: A Guide To Communicating with Professionals.
141p. 2mf. L2 ED 429 720

Cultural Competence: A Guide for Human Service Agencies.
59p. 1mf. L2 ED 429 721

Children's Foundation, Washington, DC.

The Child Care Center Licensing Study, 1999.
278p. 3mf. L2 ED 429 678

Children's Rights Council, Inc., Washington, DC.

Speak Out for Children, 1997-1998.
85p. 1mf. L1 ED 429 679

Coconino Community Coll., Flagstaff, AZ.

Assessment Program Technical Progress Report, 1997-1998.
150p. 2mf. L1 ED 429 627

College Board, Washington, DC. Washington Office.

Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.
63p. 1mf. L1 ED 429 845

College of Marin, Kentfield, CA.

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
103p. 2mf. L1 ED 430 054

Maryland Univ. System, Adelphi.

The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.
20p. 1mf. L1 ED 429 506

Massachusetts State Dept. of Education, Boston.

Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.
62p. 1mf. L1 ED 429 901

History and Social Science Curriculum Framework.
160p. 2mf. L1 ED 429 900

Massachusetts Charter School Initiative: Expanding the Possibilities of Public Education. 1998 Report.
92p. 1mf. L1 ED 429 341

Mathematics Education Research Group of Australasia, (Australia).

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).
382p. 4mf. L2 ED 429 812

Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).
383p. 4mf. L2 ED 429 813

McKenzie Group, Washington, DC.

The U.S. School Superintendent: The Invisible CEO.
32p. 1mf. L2 ED 429 352

Media Group of Connecticut, Inc., Weston.

Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.
48p. 1mf. L1 ED 429 663

Metis Associates, Inc., New York, NY.

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Miami-Dade Community Coll., FL.

Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.
18p. 1mf. L1 ED 429 657

Miami-Dade Community Coll., FL. Office of Institutional Research.

Passaic Public Schools, NJ.

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
79p. 1mf. L1 ED 429 325

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Culture Matters: The Peace Corps Cross-Cultural Workbook.
267p. 3mf. L1 ED 429 911

Phi Delta Kappa Educational Foundation, Bloomington, IN.

A Brief Guide to Writing for Professional Publication. Fastback 437.
45p. 1mf. L2 ED 429 304

Building the School-to-Work System. Fastback 446.
55p. 1mf. L2 ED 429 174

Changing Traditions in Germany's Public Schools. International Studies in Education Series.
88p. 1mf. L2 ED 429 859

Innovation in Russian Schools. International Studies in Education.
79p. 1mf. L2 ED 429 851

Making Student Teaching Work: Creating a Partnership. Fastback 447.
48p. 1mf. L2 ED 429 939

Teacher Education in the People's Republic of China. International Studies in Education.
88p. 1mf. L2 ED 429 852

Tech Prep Taiwan-Style. Fastback 449.
50p. 1mf. L2 ED 429 175

Pioneer Inst. for Public Policy Research, Boston, MA.

Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.
27p. 1mf. L1 ED 429 432

Pittsburgh Univ., PA. Learning Research and Development Center.

Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.
36p. 1mf. L1 ED 429 265

High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.
12p. 1mf. L1 ED 429 263

The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.
6p. 1mf. L1 ED 429 545

School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.

Scenario Planning at College of Marin.
33p. 1mf. L2 ED 429 641

College of the Canyons, Santa Clarita, CA.

Educational Master Plan, 1996-2001.
316p. 4mf. L1 ED 429 640

Collins Management Consulting, Inc., Vienna, VA.

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Colorado Education Goals Panel, Denver.

Bringing Out the Best in All Our Students. Partnerships/Goals 2000, Consortia Addressing Statewide Systemic Issues (CASSI) Grants and Local Improvement (LIG) Grants Progress Reports, 1995-1998.
232p. 3mf. L1 ED 429 347

Colorado State Dept. of Education, Denver.

Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Sixth Edition.
96p. 1mf. L1 ED 429 346

Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1998.
217p. 3mf. L1 ED 429 345

Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.
154p. 2mf. L1 ED 429 337

Colorado Model Content Standards: Reading & Writing.
22p. 1mf. L1 ED 429 268

The Four-Day School Week. Revised.
13p. 1mf. L1 ED 429 344

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. 1mf. L1 ED 429 267

Colorado State General Assembly, Denver. Legislative Council.

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
47p. 1mf. L1 ED 429 362

Columbia Univ., New York, NY. Center for Population and Family Health.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Community Coll. League of California, Sacramento.

Destination of Dade County Public High School Graduates. Information Capsule.
10p. 1mf. L1 ED 429 647

The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.
13p. 1mf. L1 ED 429 646

Evaluation of SLS Intervention Courses. Information Capsule.
11p. 1mf. L1 ED 429 645

Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.
13p. 1mf. L1 ED 429 644

Michigan State Dept. of Education, Lansing. Michigan Educational Assessment Program.

Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.
138p. 2mf. L1 ED 429 317

Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.
101p. 2mf. L1 ED 429 284

Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.
105p. 2mf. L1 ED 429 320

Reading: Revised Model of the Assessment.
30p. 1mf. L1 ED 429 285

Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.
66p. 1mf. L1 ED 429 319

Resource Packet for the High School Proficiency Test in Communication Arts: Reading & Writing.
235p. 3mf. L1 ED 429 318

Writing: Revised Model of the Assessment. High School Test.
31p. 1mf. L1 ED 429 322

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.
4p. 1mf. L1 ED 430 074

An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.
16p. 1mf. L1 ED 430 073

Mid-Continent Regional Educational Lab., Aurora, CO.

Developing Stakeholder Engagement To Support School Reform.
52p. 1mf. L2 ED 429 993

Math Mountain Sampler.
35p. 1mf. L1 ED 429 842

44p. 1mf. L1 ED 429 264

Policy Studies Associates, Inc., Washington, DC.

Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.
65p. 1mf. L1 ED 429 714

Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.
95p. 1mf. L1 ED 429 360

President's Council on Physical Fitness and Sports, Washington, DC.

Physical Activity and Fitness for Persons with Disabilities.
9p. 1mf. L1 ED 429 951

Project Service Leadership, Vancouver, WA.

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.
23p. 1mf. L2 ED 429 849

Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.
33p. 1mf. L1 ED 429 176

Public Research Inst., Arlington, VA.

Effectiveness of the Voluntary Education Program.
81p. 1mf. L1 ED 429 168

Public/Private Ventures, Philadelphia, PA.

Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.
35p. 1mf. L1 ED 429 190

Purdue Univ., Lafayette, IN. School of Agriculture.

Income Inequality and the Education Divide.
26p. 1mf. L1 ED 429 890

Rand Corp., Santa Monica, CA.

Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.
29p. 1mf. L2 ED 429 684

Roskilde Univ. Center (Denmark).

Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.
56p. 1mf. L1 ED 429 436

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. 2mf. L1 ED 429 435

School of Education, Malmo (Sweden).

"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of

The News: July 1996-Spring 1999.
214p. 3mf. L1 ED 429 631

Computer Sciences Corp., Laurel, MD.

Resources in Education (RIE). Volume 34, Number 9.
p. 0mf. L2 ED 429 167

Congress of the U.S., Washington, DC.

Carl D. Perkins Vocational and Applied Technology Education
Amendments of 1998. Public Law 105-332.
55p. 1mf. L1 ED 429 191

Congress of the U.S., Washington, DC. Senate Committee on
Governmental Affairs.

A Progress Report on the Reforms in D.C. Public Schools. Hearing
before the Subcommittee on Oversight of Government Management,
Restructuring, and the District of Columbia of the Committee on
Governmental Affairs. United States Senate, One Hundred Fifth
Congress, First Session (September 8, 1997).
106p. 2mf. L1 ED 430 062

Congress of the U.S., Washington, DC. Senate Committee on Labor
and Human Resources.

Reauthorization of the Education of the Deaf Act. Hearing of the
Committee on Labor and Human Resources on Examining Proposed
Legislation Authorizing Funds for Gallaudet University and the
National Technical Institute for Deaf as Contained in the
Education of the Deaf Act. United States Senate, One Hundred
Fifth Congress, Second Session.
61p. 1mf. L1 ED 429 380

Connecticut Birth to Three System, Hartford.

Infant Mental Health Assessment and Intervention Guidance for
Service Providers and Families of Young Children. Service
Guideline 4.
36p. 1mf. L1 ED 429 411

Consortium for Policy Research in Education, Philadelphia, PA.

The New Accountability. CPRE Policy Brief.
14p. 1mf. L1 ED 429 336

Consumer Product Safety Commission, Washington, DC.

Safety Hazards in Child Care Settings. CPSC Staff Study.
6p. 1mf. L1 ED 429 727

Copenhagen Univ. (Denmark). Cognitive Science Research.

The Essence of Text: A Dialogue on Perspective Text Analysis. No.
70.
38p. 1mf. L1 ED 430 053

Corporation for National Service, Washington, DC.

Reading Helpers: A Handbook for Training Tutors.
170p. 2mf. L1 ED 429 707

Milken Family Foundation, Beverly Hills, CA.

West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.
46p. 1mf. L1 ED 429 575

Ministry of Education, Bucharest (Romania). Inst. for Educational Sciences.

Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.
42p. 1mf. L1 ED 429 877

Minnesota State Colleges and Universities System, St. Paul.

Barriers to Adopting Emerging Technologies in Education.
27p. 1mf. L1 ED 429 556

Minnesota State Dept. of Children, Families and Learning, St. Paul. Office of Special Education.

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.
47p. 1mf. L1 ED 429 409

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.
47p. 1mf. L1 ED 429 410

Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.
38p. 1mf. L1 ED 429 408

Minnesota Univ., Duluth.

Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.
35p. 1mf. L1 ED 429 564

Minnesota Univ., Minneapolis. Coll. of Education and Human Development.

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
95p. 1mf. L1 ED 429 331

Minnesota Univ., Minneapolis. Inst. on Community Integration.

The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.
116p. 2mf. L1 ED 429 386

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. 1mf. L1 ED 429 385

Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.
23p. 1mf. L1 ED 429 387

Publications. Peace Education Miniprints No. 96.
17p. 1mf. L1 ED 429 919

Science and Mathematics Network of Central Ohio.

SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.
332p. 4mf. L1 ED 429 807

Scottish Office Education and Industry Dept., Edinburgh.

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. 1mf. L1 ED 429 445

SERVE: SouthEastern Regional Vision for Education.

Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.
12p. 1mf. L1 ED 429 917

Seward School District, NE.

The Connections Project. Evaluation Progress Report No. 1.
99p. 2mf. L1 ED 429 930

The Connections Project. Year 2. Annual Report.
101p. 2mf. L1 ED 429 931

Society for Research in Child Development.

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. 8mf. L1 ED 429 700

Society for the Advancement of Gifted Education, Calgary (Alberta).

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. 1mf. L1 ED 429 388

Society for the Provision of Education in Rural Australia.

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. 2mf. L1 ED 429 788

South Carolina State Library, Columbia.

South Carolina State Library Annual Report, 1997-1998.
84p. 1mf. L1 ED 429 606

South Dakota Legislative Research Council, Pierre.

Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.

Correctional Association of New York, New York.

New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.
13p. 1mf. L1 ED 429 509

Council for Basic Education, Washington, DC.

Teaching Civics.
22p. 1mf. L1 ED 429 862

Council for Children with Behavioral Disorders.

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.
130p. 2mf. L1 ED 429 383

Council for Exceptional Children, Reston, VA.

Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.
77p. 1mf. L1 ED 429 382

Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.
65p. 1mf. L1 ED 429 381

Council of Educational Facility Planners, International, Scottsdale, AZ.

CEFPI Consultants Directory, 1998.
107p. 2mf. L1 ED 429 431

Council of the Great City Schools, Washington, DC.

Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.
37p. 1mf. L2 ED 430 057

Curriculum Research and Evaluation, Chaplin, CT.

Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.
39p. 1mf. L1 ED 429 992

Czech Republic National Inst. of Public Health, Prague. Rep).

Programme of Health Promotion in Schools: A Handbook of Healthy School Project.
19p. 1mf. L1 ED 429 680

Dade County Public Schools, Miami, FL.

A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.
42p. 1mf. L1 ED 429 660

Montana State Univ., Bozeman.

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. 0mf. L3 ED 429 400

National Academy of Engineering, Washington, DC. Committee on Technology and International Economic and Trade Issues.

NATCON Papers 1997 = Les Actes du CONAT 1997 . Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (23rd, Ottawa, Ontario, Canada, January 20-22, 1997).
282p. 3mf. L1 ED 429 250

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).
185p. 2mf. L1 ED 429 801

National Alliance of Business, Inc., Washington, DC.

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. 1mf. L2 ED 429 185

National Archives and Records Administration, Washington, DC.

The 'Amistad' Case. Lesson Plan.
31p. 1mf. L1 ED 429 855

Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.
298p. 4mf. L1 ED 429 915

National Association of State Directors of Special Education, Alexandria, VA.

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. 1mf. L1 ED 429 402

Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.
10p. 1mf. L1 ED 429 401

Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.
35p. 1mf. L1 ED 429 416

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

6p. 1mf. L1 ED 429 358

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

South Dakota Annual Report of Academic Progress.
222p. 3mf. L1 ED 430 003

South Dakota Communication/Language Arts Content Standards.
42p. 1mf. L1 ED 429 311

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.
68p. 1mf. L1 ED 429 312

South Plains Coll., Levelland, TX. Learning Center.

On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.
58p. 1mf. L1 ED 429 629

Southwest Educational Development Lab., Austin, TX.

"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.
51p. 1mf. L1 ED 429 357

Southwest Florida School-to-Careers Consortium, Fort Myers.

Comprehensive Student Development Curriculum. Elementary School.
290p. 3mf. L1 ED 429 236

Comprehensive Student Development Curriculum. High School.
290p. 3mf. L1 ED 429 238

Comprehensive Student Development Curriculum. Middle School.
281p. 3mf. L1 ED 429 237

Comprehensive Student Development Curriculum. Postsecondary School.
352p. 4mf. L1 ED 429 239

Southwest Human Development, Inc., Phoenix, AZ.

On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.
81p. 1mf. L1 ED 429 722

Special Education Programs (ED/OSERS), Washington, DC.

Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.
71p. 1mf. L2 ED 430 019

(010) Books

ADHD Handbook for Families: A Guide To Communicating with Professionals.	141p.	L2	ED 429 720
Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.	233p.	L3	ED 429 666
Adult Education and the Postmodern Challenge. Learning beyond the Limits.	248p.	L3	ED 429 216
African American Culture and Heritage in Higher Education Research and Practice.	256p.	L3	ED 429 516
American Reference Books Annual 1999. Volume 30.	732p.	L3	ED 429 607
Bring Life into Learning: Create a Lasting Literacy.	126p.	L3	ED 429 321
Case Studies for School Administrators: Managing Change in Education.	297p.	L3	ED 429 332
Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.	240p.	L3	ED 429 934
Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.	148p.	L2	ED 429 686
Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.	174p.	L2	ED 429 687
Changing Literacies. Changing Education Series.	212p.	L3	ED 429 217
Changing Traditions in Germany's Public Schools. International Studies in Education Series.	88p.	L2	ED 429 859
The Community Networking Handbook.	204p.	L3	ED 429 599
Confronting Prejudice and Racism during Multicultural Training.	219p.	L2	ED 429 247
The Construction of the Self: A Developmental Perspective.	413p.	L3	ED 429 699
Cooperative Learning Activities in the Library Media Center. Second Edition.	166p.	L3	ED 429 600
Creole Genesis and the Acquisition of Grammar: The Case of			

(052) Guides - Classroom - Teacher (Continued)

South Dakota Communication/Language Arts Standards. Technical Guide for Implementing Content Standards.	68p.	L1	ED 429 312
Springboards into Holocaust Study: Five Activities for Secondary Social Studies Students.	21p.	L1	ED 429 893
Student-Created Contracts: Building Responsibility from the Bottom-Up.	11p.	L1	ED 429 298
SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.	332p.	L1	ED 429 807
Talking about Student Art. Art Education in Practice Series.	106p.	L3	ED 429 889
Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.	23p.	L1	ED 429 895
Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.	11p.	L1	ED 429 896
Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."	14p.	L1	ED 429 290
Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.	298p.	L1	ED 429 915
Teens Parenting Series.	1388p.	L3	ED 429 665
Thinking through Aesthetics. Art Education in Practice Series.	128p.	L3	ED 429 887
What's Up in Technology? Teacher's Curriculum Guide.	21p.	L1	ED 429 180
Where Are the Gardens in the Garden State? Middle School Lessons on Sustainable Agriculture and Farmland Preservation.	93p.	L1	ED 429 805

(053) Guides - Non-Classroom

Adapting Language Arts, Social Studies, and Science Materials for the Inclusive Classroom. Volume 3: Grades Six through Eight. ERIC/OSEP Mini-Library.	130p.	L1	ED 429 383
Adapting Reading and Math Materials for the Inclusive Classroom. Volume 2: Kindergarten through Grade Five. ERIC/OSEP Mini-Library.			

(071) Informational Analyses - ERIC IAPS (Continued)

An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.
4p. L1 ED 429 594

Issue-Centered Civic Education in Middle Schools. ERIC Digest.
4p. L1 ED 429 929

Job Search Methods for the 21st Century. ERIC Digest No. 207.
4p. L1 ED 429 189

A Nation Still at Risk.
4p. L1 ED 429 988

Peer Review of Teachers. ERIC Digest, Number 126.
3p. L1 ED 429 343

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.
4p. L1 ED 429 187

Sexual Harassment Interventions. ERIC Digest No. 206.
4p. L1 ED 429 188

Student Truancy. ERIC Digest, Number 125.
3p. L1 ED 429 334

Teaching Children with Tourette Syndrome. ERIC Digest E570.
4p. L1 ED 429 397

Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.
4p. L1 ED 429 419

(080) Journal Articles

Entrepreneurial Gazelles "Informalize" the Learning Curve.
5p. L2 ED 429 185

Learning Techniques and Self-Knowledge with Talented Schoolchildren.
11p. L1 ED 429 372

Teachers' Opinion about the Nature of Giftedness.
9p. L1 ED 429 373

(090) Legal/Legislative/Regulatory Materials

Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998. Public Law 105-332.
55p. L1 ED 429 191

The Child Care Center Licensing Study, 1999.
278p. L2 ED 429 678

Ed-Flex Program: Increase in Flexibility Useful but Limited by Scope of Waiver Authority. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives.
15p. L1 ED 429 367

A Progress Report on the Reforms in D.C. Public Schools. Hearing

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.
221p. L1 ED 429 442

Learning Contemporary Problems through Community Involvement. A Senior Social Studies Elective.
12p. L1 ED 429 926

Learning for Life. Education To Fight Exclusion Project. Innovations for Youth No. 2.
37p. L1 ED 429 928

Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.
18p. L1 ED 429 963

Making Standards Matter 1998. An Annual Fifty-State Report on Efforts To Raise Academic Standards.
175p. L1 ED 429 979

Mapping Education for the New Millennium: A UI Perspective.
13p. L1 ED 429 952

Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.
103p. L1 ED 430 054

Massachusetts Charter School Initiative: Expanding the Possibilities of Public Education. 1998 Report.
92p. L1 ED 429 341

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. L1 ED 429 173

Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.
157p. L1 ED 429 718

Measures of Child Well-being in Utah, 1999. Kids Under Construction.
197p. L1 ED 429 670

Mentoring: A Collegial Partnership.
8p. L1 ED 429 753

Minnesota Education Yearbook, 1998: The Status of Pre-K-12 Education in Minnesota.
95p. L1 ED 429 331

Minnesota Kids: A Closer Look. 1999 Data Book.
235p. L1 ED 429 706

Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.
101p. L1 ED 429 448

Multidisciplinary Training for Rural Outreach to Children with

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.	15p.	L1	ED 429 831
Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.	46p.	L1	ED 429 654
Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.	32p.	L1	ED 429 376
Are Preservice Teachers Literate in Grammar and Usage?	11p.	L1	ED 429 974
The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.	42p.	L1	ED 429 609
Assessing an Essential Skill: Finding Information in the Library.	23p.	L1	ED 429 995
Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.	37p.	L1	ED 430 050
Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.	22p.	L1	ED 429 996
Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.	210p.	L1	ED 429 667
Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.	169p.	L1	ED 429 668
Barriers to Adopting Emerging Technologies in Education.	27p.	L1	ED 429 556
Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.	34p.	L1	ED 429 709
The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.	16p.	L1	ED 429 940
Big City Resource Inequalities: The Philadelphia Story.	27p.	L1	ED 430 055
Biotechnology Works!	7p.	L1	ED 429 742
Blindness and Visual Impairment: Personnel Needs. Quick Turn Around (QTS) Forum.	10p.	L1	ED 429 401
By the Sweat & Toil of Children. Volume V: Efforts To Eliminate Child Labor.	275p.	L1	ED 429 723

Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.
112p. L1 ED 429 735

Standards for Primary-Grade Reading: An Analysis of State Frameworks.
32p. L1 ED 429 271

Student Performance in Reading & Writing, Grade 4. Annual Report. Spring 1997. Colorado Student Assessment Program. Annual Report to the Colorado General Assembly.
95p. L1 ED 429 267

Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.
25p. L1 ED 429 496

Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.
7p. L1 ED 429 335

Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.
20p. L1 ED 429 375

A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.
87p. L1 ED 429 394

A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.
30p. L1 ED 429 489

Supporting Pre-Kindergarten Children's Readiness for School Mathematics.
16p. L1 ED 429 691

Survey of Substance Use on the Texas-Mexico Border and Colonias, 1996.
150p. L1 ED 429 257

Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.
48p. L1 ED 429 734

TARGET: Teachers As Researchers Gaining Excellence Together. Tech Prep Potential at Goshen High School.
17p. L1 ED 429 225

Teacher Education Follow-Up Study, 1999.
24p. L1 ED 429 965

Teacher Education Students' Beliefs about Technology.
60p. L1 ED 429 589

Teacher Efficacy in Heterogeneous Fifth and Sixth Grade Classrooms: Weaving Teachers' Practices and Perspectives.
34p. L1 ED 429 385

Teacher In-Service Multimedia Training: A View of Outcomes from

Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.	37p.	L1	ED 429 865
Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.	14p.	L1	ED 429 378
Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.	23p.	L1	ED 429 874
Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.	11p.	L1	ED 429 377
A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.	7p.	L1	ED 429 761
Lunch Buddies: A Program To Involve Caring Adults.	12p.	L1	ED 429 260
Making Effective Use of Mentoring Teacher Programs: A Collaborative Group Action Research Approach.	18p.	L1	ED 429 963
Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.	38p.	L1	ED 429 728
Mapping Education for the New Millennium: A UI Perspective.	13p.	L1	ED 429 952
Mathematics Curriculum in India and Singapore.	11p.	L2	ED 429 704
Measuring Achievement Growth in an 18-Day Summer School Session.	25p.	L1	ED 430 036
Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.	45p.	L1	ED 429 359
Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.	36p.	L1	ED 429 985
Mentoring: A Collegial Partnership.	8p.	L1	ED 429 753
Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.	30p.	L1	ED 429 840
Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.	14p.	L2	ED 430 039
Motivational Effects of the Informativeness of Feedback.	9p.	L1	ED 430 034

Haitian Creole. Cambridge Studies in Linguistics; 88.	479p.	L3	ED 429 455
Cross-Cultural Counseling: A Casebook.	244p.	L2	ED 429 246
Economic Approaches to Language and Bilingualism. New Canadian Perspectives.	261p.	L1	ED 429 438
Education behind Bars. International Comparisons.	178p.	L2	ED 429 197
Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.	294p.	L3	ED 429 935
Empowering Women for Equity: A Counseling Approach.	313p.	L2	ED 429 259
Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.	270p.	L3	ED 429 611
Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.	112p.	L1	ED 429 441
Geographic Literacy through Children's Literature.	161p.	L3	ED 429 863
A Guide To Renewing Your School: Lessons from the League of Professional Schools.	114p.	L3	ED 429 354
Handbook of Attachment: Theory, Research, and Clinical Applications.	925p.	L3	ED 429 696
How the Japanese Learn To Work. Second Edition. Nissan Institute/Routledge Japanese Studies Series.	190p.	L3	ED 429 214
Implementing Standards-Based Education. Student Assessment Series.	101p.	L2	ED 430 028
Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.	208p.	L3	ED 429 602
Innovation in Russian Schools. International Studies in Education.	79p.	L2	ED 429 851
An Integrated Approach to Character Education.	179p.	L2	ED 429 860
Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.	187p.	L1	ED 429 856

	77p.	L1	ED 429 382
ADHD Handbook for Families: A Guide To Communicating with Professionals.	141p.	L2	ED 429 720
Arizona State Capitol Museum. Teacher Resource Guide. Revised Edition.	71p.	L1	ED 429 853
Arkansas Dance Curriculum Framework 1995 (Draft).	17p.	L1	ED 429 907
Arkansas History Curriculum Framework 1997.	17p.	L1	ED 429 905
Arkansas Music Curriculum Framework 1997.	14p.	L1	ED 429 908
Arkansas Social Studies Curriculum Framework 1997.	21p.	L1	ED 429 904
Arkansas Visual Arts Curriculum Framework 1997.	10p.	L1	ED 429 906
The Art of Leadership: Managing Early Childhood Organizations. Volume 1.	175p.	L3	ED 429 661
The Art of Leadership: Managing Early Childhood Organizations. Volume 2.	191p.	L3	ED 429 662
Arts Curriculum Framework: The Practice of Creating. Curriculum Framework.	62p.	L1	ED 429 901
Arts Education. Alabama Course of Study. Bulletin 1998, No. 17.	274p.	L1	ED 429 902
Assessing Learning in the Classroom. Student Assessment Series.	48p.	L2	ED 429 989
Assistance for Special Educators, Law Enforcement, and Child Protective Services in Recognizing and Managing Abuse and Neglect of Children with Disabilities.	111p.	L1	ED 429 384
Born To Read: How To Nurture a Baby's Love of Learning.	264p.	L1	ED 429 615
A Brief Guide to Writing for Professional Publication. Fastback 437.	45p.	L2	ED 429 304
Bringing Out the Best in All Our Students. Partnerships/Goals 2000, Consortia Addressing Statewide Systemic Issues (CASSI) Grants and Local Improvement (LIG) Grants Progress Reports, 1995-1998.	232p.	L1	ED 429 347
Build Your Child's Vocabulary! Ten Fun and Easy Tips.	17p.	L1	ED 429 307

before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).
106p. L1 ED 430 062

Reauthorization of the Education of the Deaf Act. Hearing of the Committee on Labor and Human Resources on Examining Proposed Legislation Authorizing Funds for Gallaudet University and the National Technical Institute for Deaf as Contained in the Education of the Deaf Act. United States Senate, One Hundred Fifth Congress, Second Session.
61p. L1 ED 429 380

Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United Church of Christ (Moncure, North Carolina).
30p. L1 ED 429 726

State Issues Report, 1997-98.
103p. L1 ED 429 364

Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.
47p. L1 ED 429 362

(100) AudioVisual Non-Print Materials

The Diagnosis and Treatment of Attention Deficit Disorder in Children. The Doctor Is in. Videotape .
0p. L3 ED 429 417

How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .
0p. L3 ED 429 659

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. L3 ED 429 802

Mathematics and Science for All: Students with Special Needs. Videotape and Manual .
0p. L3 ED 429 400

Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.
0p. L3 ED 429 313

SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.
0p. L3 ED 429 219

(110) Numerical/Quantitative Data

Attitudes and Opinions from the Nation's High Achieving Teens: 27th Annual Survey of High Achievers.
210p. L1 ED 429 667

Attitudes and Opinions from the Nation's High Achieving Teens: 28th Annual Survey of High Achievers.
169p. L1 ED 429 668

Attitudes and Opinions from the Nation's High Achieving Teens:

Cochlear Implants.	9p.	L1	ED 429 787
Music Literacy in Kindergarten.	9p.	L1	ED 429 914
NC Data Guide to Child Well-being, 1998.	164p.	L1	ED 429 690
Network Design: Best Practices for Alberta School Jurisdictions.	110p.	L1	ED 429 574
New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.	13p.	L1	ED 429 183
New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.	9p.	L1	ED 429 579
New Perspectives on Evaluating Professional Development.	25p.	L1	ED 430 024
Office for Civil Rights: Ensuring Equal Access to Quality Education. Revised.	14p.	L1	ED 429 361
Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.	198p.	L1	ED 429 440
On Common Ground: Prominent Women Talk about Work & Family.	72p.	L2	ED 429 232
On the Edge of the New Millennium: The Learning Center. South Plains College 1998-99 Annual Report.	58p.	L1	ED 429 629
On the Use of Librarians Selection Routines in Web Search.	8p.	L1	ED 429 549
The Online Learning Academy.	8p.	L1	ED 429 548
Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.	7p.	L1	ED 429 550
An Overview of Title I Schoolwide Programs: Federal Legislative Expectations. Outlined in the Improving America's Schools Act of the 1994 Amendments to Title I of the Elementary and Secondary Education Act of 1965.	16p.	L1	ED 430 073
Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.	16p.	L1	ED 429 793
Passageway: An Avenue into the Future.	5p.	L1	ED 429 740
Patterns That Connect: Rethinking Our Approach to Learning and			

Can College Actions Improve the Academic Achievement of At-Risk Minority Students?	8p.	L1	ED 429 484
The Careers and Professional Activities of Graduates of the NIGMS Medical Scientist Training Program.	53p.	L1	ED 429 501
The Case for Weighting Grades and Waiving Classes for Gifted and Talented High School Students.	34p.	L1	ED 429 390
A Case Study of the Tutor/Mentor Connection of Cabrini Connections: An Effort To Build a Supportive Infrastructure for Tutoring and Mentoring Programs in Chicago. Working Paper.	57p.	L2	ED 429 705
Charter Schools and Special Education: A Report on State Policies. Project FORUM Final Report, Deliverable #1-3.2.	35p.	L1	ED 429 416
CIVITAS: An International Civic Education Exchange Program. Evaluation Report.	85p.	L1	ED 429 897
Co-Mentoring Support Groups in Higher Education.	32p.	L1	ED 429 494
Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.	13p.	L1	ED 430 023
Co-operative Education: Studies of Learning from Workplace Experience.	10p.	L1	ED 429 223
A Collaborative Analysis of Doctoral Self-Study Research.	35p.	L1	ED 430 010
Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.	21p.	L1	ED 429 587
Common Concerns of School Age Children.	15p.	L1	ED 429 694
Community Service Learning for Multicultural Teacher Education.	30p.	L1	ED 429 925
A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.	23p.	L1	ED 430 006
Comparing Administrative Satisfaction in Public and Private Higher Education.	22p.	L1	ED 429 498
Comparing Outcomes of an Alternative School Program Offered with and without Intensive Family Involvement.	34p.	L1	ED 429 365
A Comparison of Calculator Use in Eighth-Grade Mathematics			

a Situated Learning Perspective.	42p.	L1	ED 429 561
Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.	15p.	L1	ED 429 553
Teacher-Researchers: One Year Later.	21p.	L2	ED 429 938
Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.	11p.	L1	ED 429 750
Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.	17p.	L1	ED 429 829
Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.	14p.	L1	ED 429 834
Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.	19p.	L1	ED 429 469
Testing a Causal Model for Learning in a Problem-Based Curriculum.	15p.	L1	ED 430 017
Texas School Counseling and Guidance Programs. Case Studies Report.	172p.	L1	ED 429 241
Texas School Counseling and Guidance Programs. Final Study Report.	89p.	L1	ED 429 240
Texas School Survey of Substance Use among Students: Grades 7-12, 1998.	146p.	L1	ED 429 256
Tracking Outcomes for Community College Students with Different Writing Instruction Histories.	24p.	L1	ED 429 648
Trials and Tribulations of Employment Trends for Students with Learning Disabilities.	7p.	L1	ED 429 784
A Triarchic Approach to Giftedness.	86p.	L1	ED 429 393
The U.S. School Superintendent: The Invisible CEO.	32p.	L2	ED 429 352
Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.	17p.	L1	ED 429 846
The Use of Reflexive Photography in the Study of the Freshman Year Experience.	14p.	L1	ED 429 473

Multicultural Reflection.	21p.	L1	ED 429 983
Multidisciplinary Training for Rural Outreach to Children with Cochlear Implants.	9p.	L1	ED 429 787
Multiple Disabilities: Is Rural Inclusion Possible?	6p.	L1	ED 429 785
"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.	14p.	L1	ED 430 022
A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.	57p.	L1	ED 429 817
New Directions for Technological and Vocational Education Reform in Taiwan, Republic of China.	13p.	L1	ED 429 183
New Information and Communication Technologies in Portuguese Schools: Paving the Way for the Next Millennium.	9p.	L1	ED 429 579
A New Model of Teaching Pedagogy in CHISEL for the 21th Century.	10p.	L1	ED 429 450
New Perspectives on Evaluating Professional Development.	25p.	L1	ED 430 024
The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.	44p.	L1	ED 430 051
No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.	22p.	L1	ED 429 252
A Non-Content Specific Test of High School Students' Progress in Science.	12p.	L1	ED 429 833
Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.	10p.	L1	ED 429 729
On the Use of Librarians Selection Routines in Web Search.	8p.	L1	ED 429 549
The Online Learning Academy.	8p.	L1	ED 429 548
Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.	26p.	L1	ED 429 864
Organising Distance Learning Process Thanks to Asynchronous Structured Conversations.	7p.	L1	ED 429 550
Organizational Cultures of Excellent Schools in Hong Kong.			

Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.	221p.	L1	ED 429 442
Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.	248p.	L3	ED 429 597
A License To Teach. Raising Standards for Teaching.	225p.	L3	ED 429 937
Life at the Margins. Literacy, Language, and Technology in Everyday Life. Language and Literacy Series.	228p.	L3	ED 429 222
Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.	470p.	L3	ED 429 350
Mathematics. Rivers Curriculum Guide.	243p.	L3	ED 429 819
Multicultural Resources on the Internet: The United States and Canada.	366p.	L3	ED 429 608
NATCON Papers 1997 = Les Actes du CONAT 1997 . Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (23rd, Ottawa, Ontario, Canada, January 20-22, 1997).	282p.	L1	ED 429 250
NATCON Papers 1998 = Les Actes du CONAT 1998 . Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (24th, Ottawa, Ontario, Canada, January 26-28, 1998).	241p.	L1	ED 429 251
The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.	301p.	L3	ED 429 598
Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.	198p.	L1	ED 429 440
One Size Fits Few: The Folly of Educational Standards.	154p.	L3	ED 429 369
1001 of the Best Internet Sites for Educators. K-College.	271p.	L2	ED 429 560
Opportunities for ICT in the Primary School.	250p.	L3	ED 429 596
A Path To Follow. Learning To Listen to Parents.	76p.	L3	ED 429 936
Planning, Funding, and Implementing a Child Abuse Prevention Project.	217p.	L2	ED 429 243

Case Studies for School Administrators: Managing Change in Education.	297p.	L3	ED 429 332
CEFPI Consultants Directory, 1998.	107p.	L1	ED 429 431
Centers of Pedagogy. New Structures for Educational Renewal. Agenda for Education in a Democracy Series. Volume 2.	240p.	L3	ED 429 934
Charter School Facility Financing: Constraints and Options. A Study for the Massachusetts Charter School Resource Center.	27p.	L1	ED 429 432
Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.	37p.	L1	ED 429 876
Classroom Assessment for Student Success. Student Assessment Series.	68p.	L2	ED 429 990
Colorado Charter School Information Packet and Handbook. The Colorado Charter Schools Act of 1993. Sixth Edition.	96p.	L1	ED 429 346
The Community Networking Handbook.	204p.	L3	ED 429 599
Copiii Din Romania Despre Drepturile Omului (Romanian Children about Human Rights). Children's Album.	42p.	L1	ED 429 877
Cultural Competence: A Guide for Human Service Agencies.	59p.	L2	ED 429 721
Current Trends in Libraries, Media Centers, and Performing Arts Spaces: A 1997 Slide Presentation.	77p.	L2	ED 429 424
Developing a Hyperbook To Teach Computer Mediated Learning.	11p.	L1	ED 429 764
Developing a Multigenerational Creativity Website for Gifted and Talented Learners.	12p.	L1	ED 429 773
Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.	11p.	L1	ED 429 767
Developing Stakeholder Engagement To Support School Reform.	52p.	L2	ED 429 993
Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.	10p.	L1	ED 429 779
Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).	28p.	L2	ED 429 425

29th Annual Survey of High Achievers.	151p.	L1	ED 429 671
Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.	31p.	L1	ED 429 689
Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.	33p.	L1	ED 429 688
Digest of Adult Education Statistics--1998.	93p.	L1	ED 429 234
Effectiveness of the Voluntary Education Program.	81p.	L1	ED 429 168
Employment Experience and Other Characteristics of Youths: Results from a New Longitudinal Survey.	12p.	L1	ED 429 229
Enrollments and Degrees Report.	14p.	L1	ED 429 511
The Fact Book, Report for the Florida Community College System, 1999.	203p.	L1	ED 429 637
Federal Perkins Loan Program: Status of Default as of June 30, 1998.	369p.	L1	ED 429 507
First Year University in Retrospect: The Voices of Rural Students.	12p.	L1	ED 429 791
Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.	51p.	L1	ED 429 638
International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.	0p.	L3	ED 429 802
Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.	35p.	L1	ED 429 564
Longitudinal Study of the Reading Recovery Program, 1994-1998.	27p.	L1	ED 430 067
Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools. September 30, 1998.	103p.	L1	ED 430 054
Maryland School Performance Report, 1998: State and School Systems.	64p.	L1	ED 429 348
Measures of Child Well-being in Utah, 1999. Kids Under Construction.	197p.	L1	ED 429 670

Thinking.	27p.	L1	ED 430 027
Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.	9p.	L1	ED 429 743
Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.	8p.	L1	ED 429 763
Plurality in Translation.	12p.	L1	ED 429 449
Preservice Teacher Preparation in Meeting the Needs of Gifted and Other Academically Diverse Students.	119p.	L1	ED 429 392
Processes for Developing Scaffolding in a Computer Mediated Learning Environment.	10p.	L1	ED 429 765
A Progress Report on the Reforms in D.C. Public Schools. Hearing before the Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia of the Committee on Governmental Affairs. United States Senate, One Hundred Fifth Congress, First Session (September 8, 1997).	106p.	L1	ED 430 062
Project BELIEVE. Final Report. (A National Workplace Literacy Project with Bakery Europa and Straub Clinic & Hospital).	69p.	L1	ED 429 193
Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.	141p.	L1	ED 429 422
Promising Practices: Training Strategies for Serving Children with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.	118p.	L1	ED 429 423
Providing Access to Library Automation Systems for Students with Disabilities.	19p.	L1	ED 429 636
Rank and Degree in Czech Universities.	8p.	L1	ED 429 475
Reasons for Hope. Promising Practices from the Campus Diversity Initiative.	41p.	L1	ED 429 513
Relevance of a Knowledge Base for a Teacher as a Professional.	13p.	L1	ED 429 932
Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.	95p.	L1	ED 429 658

The Role of Education in a System of Care: Effectively Serving

Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.	39p.	L1	ED 429 848
A Comparison of Final Grades Awarded by Full-Time Faculty and Part-Time Faculty by Academic Center for Winter Term 1997.	38p.	L1	ED 429 482
A Comparison of Final Grades Awarded in Campus-Based Courses and Courses Offered through Distance Education for Winter Term 1997.	26p.	L1	ED 429 480
A Comparison of Final Grades in Courses When Faculty Concurrently Taught the Same Course to Campus-Based and Distance Education Students: Winter Term 1997.	40p.	L1	ED 429 476
Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.	14p.	L1	ED 429 695
A Comparison Study of the California Test of Basic Skills between Fourth and Fifth Grade Instrumental Music Pullout Students and Students Not Involved in the Instrumental Music Program.	11p.	L1	ED 430 013
Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.	20p.	L1	ED 429 585
Connecting To Increase Task Variety in Biology Classroom--A Case Study.	11p.	L2	ED 429 824
The Construction of Meaning: Learning from Service Learning.	27p.	L1	ED 429 923
Contemporary Issues Education: Rural Risks, Obstacles and Resources.	10p.	L1	ED 429 739
The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?	9p.	L1	ED 429 870
Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.	37p.	L1	ED 430 045
Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.	23p.	L1	ED 429 732
Current and Future Demand for Distance Education.	154p.	L1	ED 429 628
Cybercasting SCDEs: A 1999 Review.	16p.	L1	ED 429 942
Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.	12p.	L1	ED 430 061

Validating Factors That Impact on the Success of Distance Learning Initiatives.	22p.	L1	ED 429 595
The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.	14p.	L1	ED 429 835
Vocational Education and Apprenticeships in Europe. Challenges for Practice and Research. University of Tampere Department of Education Series B, No. 16.	296p.	L1	ED 429 218
Weaving Curriculum Strands Together: Data Driven Results on the Implementation of an Interdisciplinary/Integrated Model for High School Reform.	10p.	L1	ED 429 457
Web-based Educational Media: Issues and Empirical Test of Learning.	7p.	L1	ED 429 542
West Virginia Story: Achievement Gains from a Statewide Comprehensive Instructional Technology Program.	46p.	L1	ED 429 575
What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?	19p.	L1	ED 429 823
What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.	22p.	L1	ED 429 822
What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.	11p.	L1	ED 429 692
What's Hot? What's Not? A Survey of Mathematics Education Research 1982-1998.	32p.	L1	ED 429 847
When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.	23p.	L1	ED 429 953
Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.	22p.	L1	ED 429 371
Where Have All the Principals Gone?	9p.	L1	ED 429 368
Working Poor Families with Children, Summary Report and Children in Working Poor Families. Final Report to the Foundation for Child Development.	85p.	L1	ED 429 719
Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.	30p.	L1	ED 429 873

	32p.	L1	ED 429 866
Outcomes of Students Enrolled in Developmental Education Courses.	14p.	L1	ED 429 338
Parental Involvement and Students' Academic Achievement: A Meta-Analysis.	35p.	L1	ED 430 048
Parental Style: And How It May Influence a Child's Role in Bullying.	6p.	L1	ED 429 731
Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.	16p.	L1	ED 429 793
Passageway: An Avenue into the Future.	5p.	L1	ED 429 740
Patterns That Connect: Rethinking Our Approach to Learning and Thinking.	27p.	L1	ED 430 027
Peer Assistance & Peer Review. An AFT/NEA Handbook.	106p.	L1	ED 429 978
Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.	8p.	L1	ED 429 783
Personalized Opportunities To Learn (POTL): Achieving to High Standards for All Students.	9p.	L1	ED 429 743
Pioneering Education Leadership for 2001: Oklahoma's CSPD Initiative from a Rural Regional Perspective.	8p.	L1	ED 429 763
Play-Based Programming: Advantages for Rural Early Childhood Special Education.	10p.	L1	ED 429 748
Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.	8p.	L1	ED 429 754
Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.	8p.	L1	ED 429 746
Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.	19p.	L1	ED 429 827
Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.	37p.	L1	ED 430 066
Processes for Developing Scaffolding in a Computer Mediated Learning Environment.	10p.	L1	ED 429 765

Popular Education and Social Movements in Scotland Today.	313p.	L2	ED 429 204
Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.	118p.	L3	ED 429 242
Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.	314p.	L3	ED 429 613
Raising Their Voices: The Politics of Girls' Anger.	259p.	L3	ED 429 674
Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.	305p.	L3	ED 429 612
The School of Education: Its Mission, Faculty, and Reward Structure.	161p.	L3	ED 429 981
Soaring through the Universe. Astronomy through Children's Literature.	191p.	L3	ED 429 603
Supervision Strategies for the First Practicum. Second Edition.	240p.	L2	ED 429 248
Teacher Education in the People's Republic of China. International Studies in Education.	88p.	L2	ED 429 852
Teachers for the South: Pedagogy and Educationists in the University of Tennessee, 1844-1995. History of Schools and Schooling, Volume 6.	296p.	L3	ED 429 982
Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.	117p.	L3	ED 429 453
Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.	255p.	L3	ED 429 809
Training the East German Labour Force. Microeconometric Evaluations of Continuous Vocational Training after Unification. Studies in Contemporary Economics.	204p.	L3	ED 429 215
The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.	376p.	L3	ED 429 677
Urban Teaching: The Essentials.	87p.	L3	ED 430 070
The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.	202p.	L1	ED 430 002

Effective Professional Development Schools. Agenda for Education in a Democracy Series. Volume 3.	294p.	L3	ED 429 935
Energy Conservation Manual for School Food Service Managers.	90p.	L1	ED 429 429
Establishing Research-Based Knowledge in Teacher Education.	26p.	L1	ED 429 969
Fields of Training. Manual.	47p.	L1	ED 429 195
Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.	270p.	L3	ED 429 611
A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?	13p.	L1	ED 429 673
FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.	21p.	L1	ED 429 577
FOIPP and Technology: Best Practices for Alberta School Jurisdictions.	107p.	L1	ED 429 576
Gearing up for Lifelong Learning. An Adequacy Manual for Local Authorities and Their Partners.	85p.	L2	ED 429 200
Geographic Literacy through Children's Literature.	161p.	L3	ED 429 863
Getting in, Staying on, Moving up: A Practitioner's Guide to Employment Retention.	36p.	L1	ED 429 190
Guidelines for Reporting Country-Specific Technology Education.	12p.	L1	ED 429 207
Hearing Loss in Children: Delayed Speech and Language Information Packet.	41p.	L1	ED 429 406
Helping Parents Communicate Better with Schools. Early Childhood Digest.	4p.	L1	ED 429 708
High School Debate Topic, 1998-1999. Subject Bibliography (SB) 043.	9p.	L1	ED 429 326
History and Social Science Curriculum Framework.	160p.	L1	ED 429 900
How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.	10p.	L1	ED 429 664
How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .			

Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.	195p.	L1	ED 430 072
Minnesota Kids: A Closer Look. 1999 Data Book.	235p.	L1	ED 429 706
Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.	114p.	L1	ED 429 601
NC Data Guide to Child Well-being, 1998.	164p.	L1	ED 429 690
Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.	214p.	L1	ED 429 521
Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.	129p.	L1	ED 429 682
South Carolina State Library Annual Report, 1997-1998.	84p.	L1	ED 429 606
South Dakota Annual Report of Academic Progress.	222p.	L1	ED 430 003
Statistical Abstract of Higher Education in North Carolina, 1998-99. Research Report 1-99.	288p.	L1	ED 429 510
Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.	13p.	L1	ED 429 485
Texas School Counseling and Guidance Programs. Final Study Report.	89p.	L1	ED 429 240
Wyoming Public Library Statistics, FY 98.	41p.	L1	ED 429 614

(120) Opinion Papers

An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."	34p.	L1	ED 429 514
"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.	26p.	L1	ED 429 922
The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.	7p.	L1	ED 429 300
Employment and Training for Court-Involved Youth: An Overview. OJJDP Fact Sheet #102.	3p.	L1	ED 429 224

Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.	131p.	L1	ED 429 421
Rural and Remote Professional Practice Placements for Children's Studies Students.	8p.	L1	ED 429 790
SAM: A Student Achievement Model Designed To Empower Teachers and Increase Student Achievement through Action Research.	19p.	L1	ED 430 015
The School of Education: Its Mission, Faculty, and Reward Structure.	161p.	L3	ED 429 981
School Variation and Systemic Instructional Improvement in Community School District #2, New York City. High Performance Learning Communities Project.	44p.	L1	ED 429 264
School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.	8p.	L1	ED 429 775
School-College Collaboration: One College, Many Partners.	27p.	L1	ED 429 933
The Shared Responsibility Framework of Social Interaction for Collective Investment: Introducing a Model To Enhance School Improvement.	116p.	L1	ED 429 386
Sisters in Science: An Intergenerational Science Program for Elementary School Girls.	33p.	L1	ED 429 832
Social Indicators of Child and Family Well-Being: A Profile of Six State Systems. Institute for Research on Poverty Special Report No. 72.	129p.	L1	ED 429 682
South Carolina State Library Annual Report, 1997-1998.	84p.	L1	ED 429 606
South Dakota Annual Report of Academic Progress.	222p.	L1	ED 430 003
Space Orientation for Professional Educators: Program Evaluation and Effectiveness.	40p.	L1	ED 429 815
Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.	36p.	L1	ED 429 297
Standards for Creating Multimedia Learning Modules for Low Literacy and Limited English Proficient Adult Learners.	78p.	L1	ED 429 227
State Funding of Head Start.	7p.	L1	ED 429 703

Destination of Dade County Public High School Graduates. Information Capsule.	10p.	L1	ED 429 647
Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.	12p.	L1	ED 429 472
Developing Cost Accounting and Decision Support Software for Comprehensive Community-Based Support Systems: An Analysis of Needs, Interest, and Readiness in the Field.	65p.	L1	ED 429 714
Developing Prereferral Teams in Your Schools and Keeping Them There!	7p.	L1	ED 429 744
Developing Technology Training for Principals.	37p.	L2	ED 429 588
The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.	13p.	L1	ED 430 031
Development of an Adolescent Neighborhood Affiliation Measure.	15p.	L2	ED 430 060
Development of Peace Education in India (Since Independence). Peace Education Miniprints No. 95.	14p.	L1	ED 429 899
Differences among Senior and Young, Men and Women in Attitudes and Cognition.	25p.	L2	ED 429 254
Do Computers Enhance or Detract from Student Learning?	20p.	L1	ED 429 592
Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.	22p.	L1	ED 429 582
Does the Relationship between Motivation and Performance Differ with Ability?	11p.	L1	ED 430 037
A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.	14p.	L1	ED 429 946
The Draw to Florida Community Colleges from Florida's "College-Age" Population by Program Areas.	13p.	L1	ED 429 646
Early Childhood Pre-Service Teachers' Beliefs in Taiwan.	35p.	L1	ED 429 733
Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.	22p.	L1	ED 429 683
The Education and Preparation Experiences Principals Seek in			

Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.
46p. L1 ED 429 302

Writing in the Workplace and Freshman Writing Classes: An Imperative for Relevancy.
26p. L1 ED 429 315

The Writing Teacher's Second Self.
15p. L1 ED 429 288

Wyoming Public Library Statistics, FY 98.
41p. L1 ED 429 614

(150) Speeches/Meeting Papers

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.
55p. L1 ED 430 012

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. L1 ED 429 535

Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.
75p. L1 ED 429 997

Adolescents' Drawings: A View of Their Worlds.
82p. L1 ED 429 881

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. L1 ED 429 488

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. L1 ED 429 169

The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.
9p. L1 ED 429 759

An Analysis of Jamaican Primary School Teachers' Science Teaching Assessment Strategies.
15p. L1 ED 429 831

Analytic Framework of Institutional Support for Student Assessment.
52p. L1 ED 429 517

Anne Fisher and 18th-Century Literacy Training.
9p. L1 ED 429 292

Any Differences? Comparative Analysis of White and Non-White Transfer Students at a University.
46p. L1 ED 429 654

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. L1 ED 429 948

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.

The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.	48p.	L1	ED 429 355
A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.	29p.	L1	ED 429 255
Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.	21p.	L1	ED 430 026
Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.	10p.	L1	ED 429 294
Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?	21p.	L1	ED 429 975
Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.	33p.	L1	ED 429 964
The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.	9p.	L1	ED 429 771
The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.	22p.	L1	ED 429 693
Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.	7p.	L1	ED 429 701
The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.	23p.	L1	ED 430 007
Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.	18p.	L1	ED 430 035
Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.	25p.	L1	ED 429 872
Robustness of the Polytomous IRT Model to Violations of the Unidimensionality Assumption.	50p.	L1	ED 429 998
The Role of Siblings in the Development of Imitation.	9p.	L1	ED 429 717
The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.	7p.	L1	ED 429 745
Rural and Remote Professional Practice Placements for Children's Studies Students.			

Wise Teaching: Biblical Wisdom and Educational Ministry.
323p. L3 ED 429 861

Workforce Education: Issues for the New Century.
299p. L3 ED 429 179

(020) Collected Works - General

African American Culture and Heritage in Higher Education Research and Practice.
256p. L3 ED 429 516

The Art of Leadership: Managing Early Childhood Organizations. Volume 1.
175p. L3 ED 429 661

The Art of Leadership: Managing Early Childhood Organizations. Volume 2.
191p. L3 ED 429 662

Confronting Prejudice and Racism during Multicultural Training.
219p. L2 ED 429 247

Economic Approaches to Language and Bilingualism. New Canadian Perspectives.
261p. L1 ED 429 438

Education behind Bars. International Comparisons.
178p. L2 ED 429 197

Educational Co-operation in Asia and the Pacific: 30 Years of NIER's Activities.
158p. L1 ED 429 857

Handbook of Attachment: Theory, Research, and Clinical Applications.
925p. L3 ED 429 696

Innovation in Russian Schools. International Studies in Education.
79p. L2 ED 429 851

An Integrated Approach to Character Education.
179p. L2 ED 429 860

Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.
187p. L1 ED 429 856

Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.
143p. L1 ED 429 918

Research and Clinical Center for Child Development Annual Report, 1996-1997, No. 20.
95p. L1 ED 429 658

Sprog, kultur, intersprog (Language, Culture, Interlanguage). ROLIG-Papir 57.
112p. L1 ED 429 435

Teaching Reading and Writing to ESL Learners (K-8). An ERIC-Based Resource Document for Teachers.

	0p.	L3	ED 429 659
Hurtful Words; Addressing Name Calling at School and Home.	7p.	L1	ED 430 059
Ideas from the Other Side of the Desk: Student Evaluations.	8p.	L1	ED 429 869
Implementing Standards-Based Education. Student Assessment Series.	101p.	L2	ED 430 028
Improving Service into the 21st Century. A Strategic Plan for the Teacher Retirement System of Texas 1999-2003.	135p.	L1	ED 429 966
Including Families of Children with Special Needs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 88.	208p.	L3	ED 429 602
Infant Mental Health Assessment and Intervention Guidance for Service Providers and Families of Young Children. Service Guideline 4.	36p.	L1	ED 429 411
Innovation in Russian Schools. International Studies in Education.	79p.	L2	ED 429 851
An Integrated Approach to Character Education.	179p.	L2	ED 429 860
The Internet: A Tool for Career Planning.	74p.	L2	ED 429 182
Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.	23p.	L2	ED 429 849
Learning Disabilities: Use of Paraprofessionals. A Report from the National Joint Committee on Learning Disabilities (NJCLD).	19p.	L1	ED 429 412
A License To Teach. Raising Standards for Teaching.	225p.	L3	ED 429 937
Local Libraries: Global Awareness. A Librarian's Guide to Global Programming for a Sustainable Future.	17p.	L1	ED 429 804
Los Angeles Pierce College Planning Guide.	142p.	L1	ED 429 626
Making Student Teaching Work: Creating a Partnership. Fastback 447.	48p.	L2	ED 429 939
Mathematics and Science for All: Students with Special Needs. Videotape and Manual .	0p.	L3	ED 429 400
Modular Technology Education Planning Guide: 15 Key Steps To Creating a Successful Technology Education Program at Your			

Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.	41p.	L1	ED 429 977
Er billeder sprog (Are Pictures Language)? ROLIG-Papir 59.	56p.	L1	ED 429 436
Ethics and Education for Adults in a Late Modern Society.	192p.	L2	ED 429 198
Financing Facilities in Rural School Districts.	34p.	L1	ED 429 427
A First Year Teacher's Awakening to Pre-School Special Needs: Are You Ready?	13p.	L1	ED 429 673
Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.	14p.	L1	ED 429 653
Keeping Our Balance in Times of Techno-Turbulence.	8p.	L1	ED 429 170
La cultura popular anglofona en el curriculum del ingles a nivel superior (Popular Anglophone Culture in the English Curriculum at the College Level).	19p.	L1	ED 429 443
Libraries and Andrew Carnegie's Challenge.	12p.	L1	ED 429 621
Lifelong Qualifications. Developing Qualifications To Support Lifelong Learners.	51p.	L2	ED 429 201
Lifeworlds and Learning. Essays in the Theory, Philosophy and Practice of Lifelong Learning.	224p.	L2	ED 429 202
Literacy Development: A Story of Community Support.	10p.	L1	ED 429 314
Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.	51p.	L1	ED 429 909
Morality in Education.	19p.	L1	ED 429 878
Moving Adult Literacy Education from the Margins to the Mainstream of Educational Policy and Practice. Adult Learning & Literacy: A Series of Occasional Papers, Issue 1.	10p.	L1	ED 429 235
Multicultural Reflection.	21p.	L1	ED 429 983
New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.	13p.	L1	ED 429 509
Planning Imperatives for the Next Century. IHE Perspectives.	8p.	L1	ED 429 493

Student Health Partnership Planning Guide: 1999-2000.	51p.	L1	ED 429 724
A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.	24p.	L1	ED 429 820
Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.	13p.	L1	ED 429 379
Supporting Systematic Change through Action Research.	12p.	L1	ED 429 957
SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.	8p.	L1	ED 429 578
Systemic Thinking To Support Dine Education.	6p.	L1	ED 429 755
Systems of Knowledge: A Case Study of Curriculum Innovation in Malta. Innodata Monographs--3.	43p.	L1	ED 429 955
Systemwide Report on Value of Supplemental Pension Obligations and Cost of Post-Employment Benefits Other Than Pensions.	13p.	L1	ED 429 485
TASH Newsletter, 1997.	303p.	L1	ED 429 403
TASH Newsletter, 1998.	331p.	L1	ED 429 404
Tax Strategies for Community Economic Development.	28p.	L1	ED 429 713
Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.	16p.	L1	ED 429 949
Teacher Exchanges: Teaching "Billy Budd" as Secondary School Social Studies.	23p.	L1	ED 429 895
Teacher In-Service Training and the Incorporation of Technology into Teaching.	8p.	L1	ED 429 555
Teachers as Technologists: Professional Development for Technology Integration.	27p.	L1	ED 429 581
Teaching Biology on the Internet.	7p.	L1	ED 429 536
Teaching Learning Theories Via the Web.	14p.	L1	ED 429 554
Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom.			

Hiring Teachers for Border Middle-Grade Schools.	38p.	L1	ED 429 973
The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television. Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning.	26p.	L1	ED 429 486
Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.	20p.	L1	ED 429 340
Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.	14p.	L1	ED 429 912
Effect of Introductory Counseling Course on Retention Rates.	13p.	L1	ED 429 471
Effectiveness of the Voluntary Education Program.	81p.	L1	ED 429 168
The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.	20p.	L1	ED 429 491
Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.	46p.	L1	ED 430 042
Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.	16p.	L1	ED 429 370
Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.	22p.	L1	ED 430 030
The Effects of Word Study on Students' Application of Spelling and Phonics in Their Independent Writing.	35p.	L1	ED 429 301
The Efficacy of Administrator Preparation Programs: Private School Administrators' Attitudes.	12p.	L1	ED 429 353
The Efficacy of Teacher Education in an Alternative Program.	30p.	L1	ED 429 972
The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.	8p.	L1	ED 429 797
Equal Pay for Working Families. National and State Data on the Pay Gap and Its Costs. A Joint Research Project.	31p.	L2	ED 429 231
Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.	6p.	L1	ED 429 757
Evaluating College Services Using Student Ratings with			

	32p.	L1	ED 429 376
"As Good As It Gets?" The Impact of Philosophical Orientations on Community-Based Service Learning for Multicultural Education.	26p.	L1	ED 429 922
Assessing an Essential Skill: Finding Information in the Library.	23p.	L1	ED 429 995
Assessing the Effect of Model-Data Misfit on the Invariance Property of IRT Parameter Estimates.	37p.	L1	ED 430 050
An Assessment of School-to-Work Transition in a Vocational and Technical High School in Ankara, Turkey.	18p.	L1	ED 429 194
The Assessment of Student Achievement: The Hundred Years War.	16p.	L1	ED 430 009
Assessment of the Implementation of Portfolio Assessment in K-8 School Districts in New Jersey.	22p.	L1	ED 429 996
Assisting Preservice Teachers with Special Needs: Four True Stories.	7p.	L1	ED 429 770
Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.	10p.	L1	ED 429 747
Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.	8p.	L1	ED 429 530
Authoring Tools for Courseware on WWW: The W3Lessonware Project.	6p.	L1	ED 429 547
Behaviour Problems in the Early Years: Terminology Used and Its Implication for Intervention.	34p.	L1	ED 429 709
The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.	16p.	L1	ED 429 940
Big City Resource Inequalities: The Philadelphia Story.	27p.	L1	ED 430 055
The Biology Classroom: A Natural Place for Narrative.	11p.	L1	ED 429 293
Biotechnology Works!	7p.	L1	ED 429 742
Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?	7p.	L1	ED 429 283
Can College Actions Improve the Academic Achievement of At-Risk Minority Students?	8p.	L1	ED 429 484

	8p.	L1	ED 429 790
Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.	7p.	L1	ED 429 772
Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?	8p.	L1	ED 429 752
Rural Students Continuing Their Studies in University Contexts.	12p.	L1	ED 429 792
School Effect Indices: Stability of One- and Two-Level Formulations.	20p.	L1	ED 430 029
School-Based Teacher Education "en la Frontera": Preparing Special Education Teachers on the Arizona-Mexico Border.	8p.	L1	ED 429 775
School-College Collaboration: One College, Many Partners.	27p.	L1	ED 429 933
Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.	22p.	L1	ED 429 828
Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.	24p.	L1	ED 429 836
Seeing the Light: Literacy Education and Citizenship in Botswana.	14p.	L1	ED 429 867
Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.	59p.	L1	ED 429 976
Self-Esteem in Rural Schools: Dreams and Aspirations.	25p.	L1	ED 429 789
Semiotic Processes in Women's Coordination of Work and Family.	10p.	L1	ED 429 730
The Significance of Theoretical Training for Critical Thinking.	14p.	L1	ED 429 875
Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.	22p.	L1	ED 430 011
The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.	25p.	L1	ED 429 825
Sisters in Science: An Intergenerational Science Program for Elementary School Girls.	33p.	L1	ED 429 832
Space Orientation for Professional Educators: Program Evaluation and Effectiveness.			

130p. L1 ED 429 439

Where the Sun Breezes Don't Stop Shining. Teachers' Journals and Students' Writings on First-Time Homebuying from the New American Homeowners Project, February-June 1997.
95p. L1 ED 429 465

Workforce Education: Issues for the New Century.
299p. L3 ED 429 179

(021) Collected Works - Proceedings

AERA Vocational Education Special Interest Group Proceedings (Montreal, Quebec, Canada, April 19-23, 1999).
81p. L2 ED 429 226

The Canadian Experience in the Teaching of Official Languages. Proceedings of the Symposium on the Canadian Experience in the Teaching of Official Languages (Ottawa, Ontario, Canada, May 22-23, 1996).
182p. L1 ED 429 462

Celebrating Rural Education. Proceedings of the National Conference of the Society for the Provision of Education in Rural Australia (SPERA) (13th, Adelaide, South Australia, July 6-8, 1997).
177p. L1 ED 429 788

Children and Families in an Era of Rapid Change: Creating a Shared Agenda for Researchers, Practitioners and Policy Makers. Summary of Conference Proceedings: Head Start's National Research Conference (4th, Washington, DC, July 9-12, 1998).
723p. L1 ED 429 700

The Emotional Drama of Giftedness. Conference Proceedings of the Annual Conference of the Society for the Advancement of Gifted Education (SAGE) (9th, Calgary, Alberta, Canada, November 6-7, 1998).
65p. L1 ED 429 388

Extended Learning and Family Involvement Issues: Proceedings from the Lightspan Achieve Now Education Summit (New Orleans, Louisiana, January 10, 1999).
26p. L2 ED 429 716

International Conference on Technology in Mathematics Teaching (ICTMT 3), Koblenz, 1997. CD-ROM.
0p. L3 ED 429 802

Leading the Agile Organization. Proceedings of the Annual Meeting of the Association of Research Libraries (128th, Vancouver, BC, May 15-17, 1996).
214p. L1 ED 429 620

NATCON Papers 1997 = Les Actes du CONAT 1997 . Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (23rd, Ottawa, Ontario, Canada, January 20-22, 1997).
282p. L1 ED 429 250

NATCON Papers 1998 = Les Actes du CONAT 1998 . Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (24th, Ottawa, Ontario, Canada, January 26-28, 1998).

School.	23p.	L1	ED 429 430
Nebraska Work Based Learning Manual. Planning and Implementation Guides for Educators, Employers, Policymakers, and Parents.	527p.	L1	ED 429 230
The New Accountability. CPRE Policy Brief.	14p.	L1	ED 429 336
One Size Fits Few: The Folly of Educational Standards.	154p.	L3	ED 429 369
Parents' Handbook for Successful Schools = Manual de Padres para Escuelas de Exito.	49p.	L1	ED 430 058
A Path To Follow. Learning To Listen to Parents.	76p.	L3	ED 429 936
Peer Assistance & Peer Review. An AFT/NEA Handbook.	106p.	L1	ED 429 978
Phonics Plus, Book A (Levels K-1).	103p.	L1	ED 429 275
Phonics Plus, Book B: Short Vowel Patterns, Long Vowel Patterns.	130p.	L1	ED 429 276
Planning, Funding, and Implementing a Child Abuse Prevention Project.	217p.	L2	ED 429 243
Prevention Programs for Youth: A Guide to Outcomes Evaluation, Best Practices, and Successful Funding.	118p.	L3	ED 429 242
Processes for Developing Scaffolding in a Computer Mediated Learning Environment.	10p.	L1	ED 429 765
Program Development and Evaluation for Schools and Communities.	171p.	L1	ED 429 363
A Program Handbook To Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries.	19p.	L1	ED 429 192
Programme of Health Promotion in Schools: A Handbook of Healthy School Project.	19p.	L1	ED 429 680
Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.	314p.	L3	ED 429 613
Promising Practices in Wraparound for Children with Serious Emotional Disturbance and Their Families. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume IV.	141p.	L1	ED 429 422
Promising Practices: Training Strategies for Serving Children			

Recommendations on Strategies To Enhance the Delivery of Health Care to All Californians. The Commission's Response to Senate Concurrent Resolution 23. Commission Report 99-1.	33p.	L1	ED 429 505
The Significance of Theoretical Training for Critical Thinking.	14p.	L1	ED 429 875
Some Students Don't Want To Read.	10p.	L1	ED 429 282
Strategies for Universities in the 21st Century.	16p.	L1	ED 429 474
Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.	20p.	L1	ED 429 959
Teaching and Technological Innovation. IHE Perspectives.	8p.	L1	ED 429 492
Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.	14p.	L1	ED 429 834
Teaching Science in the Community College.	8p.	L1	ED 429 635
Toward an Understanding Life History Research.	31p.	L1	ED 429 956
Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.	19p.	L1	ED 429 950
Trends in Technology Education in Asia and Their Implications for New Zealand.	15p.	L1	ED 429 208
The Two Sexes: Growing Up Apart, Coming Together. Family and Public Policy Series.	376p.	L3	ED 429 677
The Wasting of a People. The Philosophy and Practice of American Education: A Critical Analysis of Its Shortcomings and Proposals for Its Change.	202p.	L1	ED 430 002
The Workload of the USM Faculty. A Report to the Joint Chairs of the Senate Budget and Taxation Committee and the House Appropriations Committee.	20p.	L1	ED 429 506
The Writerly Teacher.	7p.	L1	ED 429 316

(130) Reference Materials - General

Leadership That Matters: A Guide for ABS and Service Club Officers and Advisors.	23p.	L2	ED 429 849

	117p.	L3	ED 429 453
Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.	136p.	L1	ED 429 910
Teaching Secondary School Geography with a Focus upon National Images.	21p.	L2	ED 429 894
Tech Prep Ohio Progress Report.	16p.	L1	ED 429 209
Tech Prep Taiwan-Style. Fastback 449.	50p.	L2	ED 429 175
Techniques for Enhancing Web-Based Education.	7p.	L1	ED 429 528
Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.	7p.	L1	ED 429 776
Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education. A Policy Information Perspective.	35p.	L1	ED 430 052
Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."	9p.	L1	ED 429 778
Using Postman and de Bono as Guiding Principles in an Interdisciplinary Standards Based Approach to Technology Analysis for Secondary School Students.	29p.	L1	ED 429 551
Using the Internet To Connect Parents and Professionals: The Challenges.	7p.	L1	ED 429 762
Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.	14p.	L1	ED 429 470
A Virtual Classroom for the Homebound Student.	6p.	L1	ED 429 566
Virtual Learning Environments.	12p.	L1	ED 429 565
Virtual Partnerships in Research and Education.	7p.	L1	ED 429 541
Visions for Natural Resource Education and Ecosystem Science for the 21st Century. An Interim Report.	137p.	L1	ED 429 651
Vocational Education and Training in Sweden.	140p.	L1	ED 429 172
Ways of Knowing Beyond Facts and Laws of Science: An			

Incomplete Data: An IRT Rating Scale Model Approach.	32p.	L1	ED 430 046
Evaluation of SLS Intervention Courses. Information Capsule.	11p.	L1	ED 429 645
Examination of Preschool Teachers' Biased Perception on Gender Differences.	36p.	L1	ED 429 711
Examining Both Race and Gender in the Experiences of African American College Women.	17p.	L1	ED 429 487
Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.	65p.	L1	ED 429 295
Excluded Men: Men Who Are Missing from Education and Training.	161p.	L2	ED 429 199
Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.	10p.	L1	ED 430 008
The Fact Book, Report for the Florida Community College System, 1999.	203p.	L1	ED 429 637
Factors That Promote Implementation of Peace Education Training. Peace Education Miniprints No. 94.	26p.	L1	ED 429 898
Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.	20p.	L1	ED 429 497
Fairness Issues in Student Exit Performance Assessment.	18p.	L1	ED 430 005
Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.	23p.	L1	ED 429 286
Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.	24p.	L1	ED 429 630
First Year University in Retrospect: The Voices of Rural Students.	12p.	L1	ED 429 791
Fiscal Year 1999 Salary Survey Report for the Illinois Public Community Colleges.	51p.	L1	ED 429 638
Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.	17p.	L1	ED 429 445
Gender Differences in Mathematics Performance.	16p.	L1	ED 429 818

Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.	11p.	L1	ED 429 795
Celebratory Socialization: Welcoming Latino Students to College.	27p.	L1	ED 429 523
Chi-Square Statistics, Tests of Hypothesis and Technology.	26p.	L1	ED 430 044
Choosing a Multiple Comparison Procedure Based on Alpha.	18p.	L1	ED 430 047
ClassACT: The Evolution of a Collaborative Learning Tool.	8p.	L1	ED 429 529
Co-Operative Education: Challenges of Qualitative Research on Learning in the Workplace.	13p.	L1	ED 430 023
Co-operative Education: Studies of Learning from Workplace Experience.	10p.	L1	ED 429 223
A Collaborative Analysis of Doctoral Self-Study Research.	35p.	L1	ED 430 010
Collaborative Research and Evaluation in French Teacher Education.	14p.	L1	ED 429 984
Collateral Benefits of an Interactive Literacy Program for Grade 1/2 Students and Their Teachers.	21p.	L1	ED 429 587
Common Concerns of School Age Children.	15p.	L1	ED 429 694
Community Based Support Programs and Primary Prevention.	8p.	L1	ED 429 697
A Comparative Approach to the Examination of the Technical Qualities of a Pen and Paper Writing Assessment for Elementary Students' Hypermedia-Created Products.	23p.	L1	ED 430 006
Comparing Administrative Satisfaction in Public and Private Higher Education.	22p.	L1	ED 429 498
Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.	16p.	L1	ED 430 033
A Comparison of Calculator Use in Eighth-Grade Mathematics Classrooms in the United States, Japan, and Portugal: Results from the Third International Mathematics and Science Study.	39p.	L1	ED 429 848
Comparison of Mother-Infant Interactions between Japanese Dyads and American Dyads.	14p.	L1	ED 429 695
Computerized Classification Testing under Practical Constraints			

	40p.	L1	ED 429 815
Strategies for Universities in the 21st Century.	16p.	L1	ED 429 474
Structuring Support for Change in the Middle Years Literacy Program.	18p.	L1	ED 429 266
Student Satisfaction with Campus Services: Comparisons among Racial/Ethnic Groups.	25p.	L1	ED 429 496
Student's Perceptions of Block Scheduling Practices in a Selected Arkansas High School.	7p.	L1	ED 429 335
Student-Created Contracts: Building Responsibility from the Bottom-Up.	11p.	L1	ED 429 298
Students' Gendered Perceptions of Talent at High School According to Academic Domain, and Their Effect on Career Aspirations.	20p.	L1	ED 429 375
A Study of the Impact of a Long-Term Local Systemic Reform on the Perceptions, Attitudes, and Achievement of Grade 3/4 Students.	24p.	L1	ED 429 820
Successful Inclusion of Students with Disabilities: Modifying Content Delivery and Materials in Inclusive Classrooms.	13p.	L1	ED 429 379
A Summary of Two Studies on Pay Disparities by Race and Gender: Evidence from the 1988 and 1993 NCES Surveys.	30p.	L1	ED 429 489
Supporting Pre-Kindergarten Children's Readiness for School Mathematics.	16p.	L1	ED 429 691
SURWEB: A Visual Literacy Tool Which Promotes Engaged Learning for Teachers and Students.	8p.	L1	ED 429 578
Systemic Thinking To Support Dine Education.	6p.	L1	ED 429 755
Taiwan Early Childhood Pre-Service Teachers' Professional Beliefs.	48p.	L1	ED 429 734
Teacher Action Research as Professional Development in Schools: Four Paths Toward Change. School Wide Inquiry: A Self-Study of an "Outside" Teacher Researcher.	20p.	L1	ED 429 959
Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.	16p.	L1	ED 429 949
Teacher Education Students' Beliefs about Technology.			

	241p.	L1	ED 429 251
The Nature and Role of Algebra in the K-14 Curriculum: Proceedings of a National Symposium (Washington, DC, May 27-28, 1997).	185p.	L1	ED 429 801
Official Languages and the Economy. New Canadian Perspectives. Papers Presented at a Colloquium (Ottawa, Ontario, Canada, May 5, 1995).	274p.	L1	ED 429 447
Rural Special Education for the New Millennium. Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).	447p.	L1	ED 429 738
SCUTREA Conference Proceedings, 1970-1997. 25th Anniversary CD-ROM.	0p.	L3	ED 429 219
Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 1. (21st, Gold Coast, Australia, July 5-8, 1998).	382p.	L2	ED 429 812
Teaching Mathematics in New Times, Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated, Volume 2. (21st, Gold Coast, Australia, July 5-8, 1998).	383p.	L2	ED 429 813
Teaching Political Geography. Proceedings of a Symposium at the Annual Meeting of the National Council for Geographic Education (NCGE) (San Antonio, Texas, October 1995). Pathways in Geography Resource Publication: No. 19.	136p.	L1	ED 429 910
WebNet 97 World Conference of the WWW, Internet & Intranet Proceedings (2nd, Toronto, Canada, November 1-5, 1997).	1081p.	L1	ED 429 526

(022) Collected Works - Serials

Academic Leadership Journal of the Chair Academy. Volume 4, 1996-97.	110p.	L2	ED 429 650
Accountability Systems: Performance Standards and Assessment.	13p.	L1	ED 429 178
Accreditation Notes, Newsletter of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 1996-98.	40p.	L1	ED 429 632
Alabama Counseling Association Journal, 1998-1999.	140p.	L1	ED 429 245
Enrollments and Degrees Report.	14p.	L1	ED 429 511
Family Support Evaluation.			

with Serious Emotional Disturbance and Their Families in a System of Care. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume V.	118p.	L1	ED 429 423
Read Arizona.	402p.	L1	ED 429 605
Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.	357p.	L1	ED 429 604
Readers on the Prowl: Florida Library Youth Program Manual.	200p.	L1	ED 429 617
The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders. Systems of Care: Promising Practices in Children's Mental Health 1998 Series. Volume III.	131p.	L1	ED 429 421
Sensational Summers: Reaching Your Community through Outreach Programming.	29p.	L1	ED 429 616
Service-Learning: Getting to the Heart of School Renewal. A Guide for Implementing School-Based Service Learning.	33p.	L1	ED 429 176
Social Studies. Alabama Course of Study. Bulletin 1998, No. 18.	172p.	L1	ED 429 903
Speaking and Listening to Your Child! Ten Fun and Easy Tips.	17p.	L1	ED 429 327
Specialties in Educational Facilities. A Conference of the AIA Committee on Architecture for Education (Boston, Massachusetts, June 19-21, 1997).	15p.	L2	ED 429 426
Supervision Strategies for the First Practicum. Second Edition.	240p.	L2	ED 429 248
Teaching Civics.	22p.	L1	ED 429 862
Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.	7p.	L1	ED 429 776
Toward Successful Inclusion of Students with Disabilities: The Architecture of Instruction. Volume 1: An Overview of Materials Adaptations. ERIC/OSEP Mini-Library.	65p.	L1	ED 429 381
Toward Sustainable Communities: Resources for Citizens and Their Governments. Revised and Updated.	255p.	L3	ED 429 809
Urban Teaching: The Essentials.	87p.	L3	ED 430 070
Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.			

(131) Reference Materials - Bibliographies

American Reference Books Annual 1999. Volume 30.	732p.	L3	ED 429 607
Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.	49p.	L1	ED 429 249
Finding the Right Path: Researching Your Way to Discovery. Professional Growth Series.	270p.	L3	ED 429 611
High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.	9p.	L1	ED 429 326
"International Understanding," "Global Perspectives" and "World Citizen Responsibility" as Educational Objectives: Examples of Publications. Peace Education Miniprints No. 96.	17p.	L1	ED 429 919
Knowledge Workers. Trends and Issues Alert No. 4.	4p.	L1	ED 429 210
Multicultural Resources on the Internet: The United States and Canada.	366p.	L3	ED 429 608
New Views of Adult Learning. Trends and Issues Alert No. 5.	4p.	L1	ED 429 211
1001 of the Best Internet Sites for Educators. K-College.	271p.	L2	ED 429 560
Programming with Latino Children's Materials. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 89.	314p.	L3	ED 429 613
Read Arizona.	402p.	L1	ED 429 605
Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.	357p.	L1	ED 429 604
Readers on the Prowl: Florida Library Youth Program Manual.	200p.	L1	ED 429 617
Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers, 1999.	305p.	L3	ED 429 612
Resources in Education (RIE). Volume 34, Number 9.	p.	L2	ED 429 167
Teaching Critical Reflection. Trends and Issues Alerts.	4p.	L1	ED 429 177
Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.	4p.	L1	ED 429 212

Ethnographic Investigation of Student Engagement in Scientific Practices.	49p.	L1	ED 429 816
"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.	24p.	L1	ED 430 025
Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.	14p.	L1	ED 429 499
Web-Based Course Delivery and Administration Using Scheme.	7p.	L1	ED 429 544
WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.	21p.	L1	ED 429 584
What Is Ag-Ed?	7p.	L1	ED 429 799
Women's History through Quilting. A Social Studies/Service Learning Teaching Unit for Middle and High School Grades.	8p.	L1	ED 429 927
Workshop on Body Image: Creating or Reinventing a Positive Body Image.	17p.	L1	ED 429 961

(142) Reports - Evaluative

Accuracy of Parameter Estimation in Gibbs Sampling under the Two-Parameter Logistic Model.	55p.	L1	ED 430 012
Adjusting Computer Adaptive Test Starting Points To Conserve Item Pool.	75p.	L1	ED 429 997
Affordability and Accessibility of Child Care in Virginia. Critical Issues in Child Care. White Paper 2.	33p.	L1	ED 429 725
Aligning Content, Program, and System Standards in Mathematics and Science Classrooms. PREL Briefing Paper.	12p.	L1	ED 429 806
The Alliance Project: Its Impact on Special Education Teacher Preparation Efforts in Rural Areas.	9p.	L1	ED 429 759
An Analysis of Contemporary Academics and John Galbraith's "Tenured Professor."	34p.	L1	ED 429 514
Anne Fisher and 18th-Century Literacy Training.	9p.	L1	ED 429 292
Arizona Charter School Progress Evaluation.	88p.	L1	ED 429 339
An Assessment of School-to-Work Transition in a Vocational and			

Gender Role Differences in Students of Single-Parent and Intact Families.	9p.	L2	ED 429 702
The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.	134p.	L1	ED 429 610
The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.	21p.	L1	ED 429 967
Grade Retention: Prevalence, Timing, and Effects. Report No. 33.	120p.	L1	ED 430 056
High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.	31p.	L1	ED 430 043
Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.	22p.	L1	ED 429 954
How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?	12p.	L1	ED 429 781
How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?	38p.	L1	ED 430 014
How Technology Education Transforms Teachers' Perspectives of Their Profession.	30p.	L2	ED 429 586
Identification of Barriers That Confront Rural Students Entering the University System.	10p.	L1	ED 429 796
Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.	23p.	L1	ED 429 958
The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.	13p.	L1	ED 430 016
Implications of Using Asynchronous Video in Distance Learning.	18p.	L1	ED 429 591
Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.	20p.	L1	ED 429 826
An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.	31p.	L1	ED 429 366
Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.	58p.	L1	ED 429 557

with a Polytomous Model.	17p.	L1	ED 430 032
Connected Learning Communities: Findings from the Road Ahead Program, 1995-1997.	20p.	L1	ED 429 585
Connecting To Increase Task Variety in Biology Classroom--A Case Study.	11p.	L2	ED 429 824
The Construction of Meaning: Learning from Service Learning.	27p.	L1	ED 429 923
Contemporary Issues Education: Rural Risks, Obstacles and Resources.	10p.	L1	ED 429 739
Convenient Distance Education Training in Technology.	5p.	L1	ED 429 777
Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.	8p.	L1	ED 429 741
Country Living: Benefits and Barriers for Gifted Learners.	7p.	L1	ED 429 751
Creating a Workshop on the World Wide Web: The Experiences of Internet 101.	10p.	L1	ED 429 533
The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?	9p.	L1	ED 429 870
Critical Thinking for the New Millennium: A Pedagogical Imperative.	8p.	L1	ED 429 913
Cross Cultural Images: The ETSU/NAU Special Photography Project.	6p.	L1	ED 429 758
Crossvalidation and Confirmatory Factor Analysis of the 30-Item Leadership Behavior Description Questionnaire: Implications for Use by Graduate Students.	37p.	L1	ED 430 045
Culture and Educational Experiences Influence American and Taiwan Pre-Service Teachers' Efficacy Beliefs.	23p.	L1	ED 429 732
Culture and School Success: Development of a Documentary-Style Distance Education Course.	9p.	L1	ED 429 780
Cybercasting SCDEs: A 1999 Review.	16p.	L1	ED 429 942
A Database Architecture for Web-Based Distance Education.	9p.	L1	ED 429 543
Decomposition of DIF Effects for Polytomous Items.	26p.	L1	ED 429 999

	60p.	L1	ED 429 589
Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.	8p.	L1	ED 429 782
Teacher In-Service Multimedia Training: A View of Outcomes from a Situated Learning Perspective.	42p.	L1	ED 429 561
Teacher In-Service Training and the Incorporation of Technology into Teaching.	8p.	L1	ED 429 555
Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.	15p.	L1	ED 429 553
Teacher-Researchers: One Year Later.	21p.	L2	ED 429 938
Teachers as Technologists: Professional Development for Technology Integration.	27p.	L1	ED 429 581
Teachers' Perceptions of Curriculum Modification for Students Who Are Gifted.	11p.	L1	ED 429 750
Teaching about War To Help Create a More Humane World. A Ten Day Unit for Elementary Social Studies, Incorporating the Social Studies Standards of: Time, Continuity, and Change; Civic Ideas and Practices; People, Places, and Environments; Global Connections; Science, Technology and Society; and Culture.	11p.	L1	ED 429 896
Teaching Biology on the Internet.	7p.	L1	ED 429 536
Teaching for Meaningful Understanding: A School-Based Science and Mathematics Teacher Development Project.	17p.	L1	ED 429 829
Teaching Learning Theories Via the Web.	14p.	L1	ED 429 554
Teaching Science Courses In and Out of Area of Specialisation in a Single-Sex/Co-Educational Schools.	14p.	L1	ED 429 834
Teaching the Works of Nikki Giovanni: "The Same ol' Danger but a Brand New Pleasure."	14p.	L1	ED 429 290
Team Teaching a College Core Foundations Course: Instructors' and Students' Assessments.	19p.	L1	ED 429 469
Techniques for Enhancing Web-Based Education.	7p.	L1	ED 429 528
Ten Years of Distance Learning: Changing To Meet Geographical, Institutional, and Student Characteristics.	7p.	L1	ED 429 776

37p. L2 ED 429 669

Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline. Interchange 59.
17p. L1 ED 429 445

From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.
13p. L1 ED 429 184

From Lecture Hall to Job Centre. Life as a Student in Germany.
17p. L1 ED 429 508

The Graying of the Faculty in the UW System.
43p. L1 ED 429 522

Income Inequality and the Education Divide.
26p. L1 ED 429 890

Iowa Festivals.
34p. L1 ED 429 892

Letters and Letter Writing.
34p. L1 ED 429 858

Marketing and Public Relations in ARL Libraries. SPEC Kit 240.
124p. L1 ED 429 622

New Horizons in Education, No. 39.
164p. L1 ED 429 454

The News: July 1996-Spring 1999.
214p. L1 ED 429 631

Physical Activity and Fitness for Persons with Disabilities.
9p. L1 ED 429 951

Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.
214p. L1 ED 429 521

Professional Development for "All" Personnel in Inclusive Schools.
13p. L1 ED 429 405

Resources in Education (RIE). Volume 34, Number 9.
p. L2 ED 429 167

Speak Out for Children, 1997-1998.
85p. L1 ED 429 679

TASH Newsletter, 1997.
303p. L1 ED 429 403

TASH Newsletter, 1998.
331p. L1 ED 429 404

Teaching Civics.
22p. L1 ED 429 862

(040) Dissertations/Theses - Undetermined

Class Size.

	10p.	L1	ED 429 766
Using Technology To Enhance Early Childhood Teacher Preparation.	11p.	L1	ED 429 672
Weaving Tapestries of Inclusion: Seven Threads To Strengthen School Membership.	23p.	L1	ED 429 387
What Educators and Parents Need To Know about...ADHD, Creativity, and Gifted Students. Practitioners' Guide A9814.	6p.	L1	ED 429 415
What Educators Need To Know about Bilingual Students and...Talent Development. Practitioners' Guide A9713.	6p.	L1	ED 429 414
What Educators Need To Know about UnderAchievement and Gifted Students. Practitioners' Guide A9712.	6p.	L1	ED 429 413
A Wider Vision for Early Childhood Educators: Staff Development Handbook for Prekindergarten Programs, 1997-98.	42p.	L1	ED 429 660
You Can Help Your Child with Homework! Ten Fun and Easy Tips and Usted puede ayudar a sus hijos con la tarea! Diez sugerencias faciles y divertidas.	33p.	L1	ED 429 306
You Can Motivate Your Child to Learn! Ten Fun and Easy Tips and Usted puede motivar a sus hijos a aprender! Diez sugerencias faciles y divertidas.	33p.	L1	ED 429 308

(060) Historical Materials

Anne Fisher and 18th-Century Literacy Training.	9p.	L1	ED 429 292
Burma and the Burmese: A Historical Perspective.	121p.	L2	ED 429 920
"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.	18p.	L1	ED 429 296
Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.	98p.	L1	ED 429 883
Exploring a Common Past: Researching and Interpreting the Underground Railroad.	54p.	L2	ED 429 880
The Great Irish Famine.	150p.	L2	ED 429 885
The Harlem Renaissance. A Unit of Study for Grades 9-12.	56p.	L1	ED 429 882
Morality in Education.	19p.	L1	ED 429 878

Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.
47p. L1 ED 430 068

(132) Reference Materials - Directories/Catalogs

CEFPI Consultants Directory, 1998.
107p. L1 ED 429 431

Directory of Disability Support Services in Community Colleges, 1996.
220p. L1 ED 429 656

The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.
182p. L1 ED 429 173

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 7th Edition.
167p. L1 ED 429 374

South Carolina State Library Annual Report, 1997-1998.
84p. L1 ED 429 606

Thinking about & Accessing Policy Related to Addressing Barriers to Learning. Technical Assistance Sampler.
47p. L1 ED 430 068

(134) Reference Materials - Vocabularies/Classifications

En Bons Termes avec les Etudes Sociales. Glossaire pour les 10e, 11e, et 12e Annees (On Good Terms with the Social Studies. A Glossary for the 10th, 11th, and 12th Years).
213p. L1 ED 429 891

(140) Reports - General

Adult Education for the Homeless: A Program in Jeopardy.
44p. L1 ED 429 233

Coming To Know: The Role of the Concept Map--Mirror, Assistant, Master?
15p. L2 ED 429 968

Curriculum Summaries, Second Edition.
35p. L1 ED 429 841

Education Is a Human Right. EI Barometer on Human and Trade Union Rights in the Education Sector, 1998.
362p. L1 ED 429 960

History of Benefit Improvements, '37-'97.
30p. L1 ED 429 971

The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.
14p. L2 ED 429 970

Monitoring Community Sustainability. Environments For Life Conservation Issues Forum Series.
29p. L1 ED 429 800

Technical High School in Ankara, Turkey.	18p.	L1	ED 429 194
Book Buddies Replication Study: Ninety Miles from Charlottesville--So What?	7p.	L1	ED 429 283
Breaking Ranks: A High School Restructuring Initiative.	25p.	L1	ED 429 351
"Calling the Roll": State-wide Study Circle Program on Education in Arkansas and Oklahoma. Program Description and Research Plan.	51p.	L1	ED 429 357
Choosing a Multiple Comparison Procedure Based on Alpha.	18p.	L1	ED 430 047
College Remediation: What It Is, What It Costs, What's At Stake.	35p.	L1	ED 429 525
Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1998.	217p.	L1	ED 429 345
Comparing and Combining Dichotomous and Polytomous Items with SPRT Procedure in Computerized Classification Testing.	16p.	L1	ED 430 033
Computer Network Security: Best Practices for Alberta School Jurisdictions.	130p.	L1	ED 429 572
Computerized Classification Testing under Practical Constraints with a Polytomous Model.	17p.	L1	ED 430 032
Connecticut Academy for Education in Mathematics, Science, & Technology. Project CONNSTRUCT Year-End Evaluation.	39p.	L1	ED 429 992
The Connections Project. Evaluation Progress Report No. 1.	99p.	L1	ED 429 930
The Connections Project. Year 2. Annual Report.	101p.	L1	ED 429 931
Contracting for Statewide Student Achievement Tests: A Review. Department of Public Instruction 98-4.	41p.	L1	ED 430 018
Creole Genesis and the Acquisition of Grammar: The Case of Haitian Creole. Cambridge Studies in Linguistics; 88.	479p.	L3	ED 429 455
Culture, Autobiography, and the Education of Literacy Teachers.	21p.	L1	ED 429 273
Decomposition of DIF Effects for Polytomous Items.	26p.	L1	ED 429 999
Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.	22p.	L1	ED 429 324

Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.	14p.	L1	ED 429 287
Influence of Culture and Home Environment on Science Learning.	13p.	L1	ED 429 821
Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.	39p.	L1	ED 430 065
An Inquiry into Teacher Concerns in Taiwan.	34p.	L2	ED 429 945
Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.	40p.	L1	ED 429 943
Instruments and Evaluation Designs Used in Gifted Programs.	149p.	L1	ED 429 391
Integrating Literacy with Music, Art, and Physical Education. Target Action Research 1998-99.	18p.	L2	ED 429 280
Interaction in Interactive Television Instruction: Perception versus Reality.	21p.	L1	ED 429 590
Interdisciplinary Studies in the Community Colleges.	19p.	L1	ED 429 624
Internet Assisting EFL Writing Learning: From Learners' Perspective.	21p.	L2	ED 429 460
The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.	6p.	L1	ED 429 545
Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use. Teaching, Learning, and Computing: 1998 National Survey. Report #1.	35p.	L1	ED 429 564
Intro through Internet Psychology.	5p.	L1	ED 429 258
An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.	77p.	L1	ED 429 830
IRT Design for the School Achievement Indicators Program (SAIP).	15p.	L1	ED 430 040
Is Arithmetic Really Necessary for Algebra? A Case for an Integrated Curriculum.	18p.	L1	ED 429 657
Issues in Emergent Literacy for Children with Language Impairments.	45p.	L1	ED 429 278

Defining Traditional Forms of Communication in Nigerian Culture within the Context of Nonverbal Communication.	22p.	L1	ED 429 324
"A Delightful Entertainment": Study Groups as Part of the Kalamazoo Ladies' Library Association.	18p.	L1	ED 429 296
Demographic and Educational Influences on Academic Motivation, Competence, and Achievement in Minority Urban Students.	12p.	L1	ED 430 061
Developing a Hyperbook To Teach Computer Mediated Learning.	11p.	L1	ED 429 764
Developing a Multigenerational Creativity Website for Gifted and Talented Learners.	12p.	L1	ED 429 773
Developing and Integrating a Web-Based Quiz into the Curriculum.	7p.	L1	ED 429 531
Developing Collaborative Electronic Portfolios for Preservice Teachers in Computer Mediated Learning.	11p.	L1	ED 429 767
Developing Prereferral Teams in Your Schools and Keeping Them There!	7p.	L1	ED 429 744
Developing Reading and Writing through Music.	11p.	L1	ED 429 710
Developing Technology Training for Principals.	37p.	L2	ED 429 588
The Development and Application of the Teacher Communication Behaviour Questionnaire in Taiwan Science Classrooms.	13p.	L1	ED 430 031
Development and Integration of WWW-Based Services in an Existing University Environment.	7p.	L1	ED 429 534
Development of an Adolescent Neighborhood Affiliation Measure.	15p.	L2	ED 430 060
Dialogic Assessment: Toward a "Conversational" Peer Response Method.	15p.	L1	ED 429 299
Digital Audio/Video for Computer- and Web-Based Instruction for Training Rural Special Education Personnel.	10p.	L1	ED 429 779
Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.	7p.	L1	ED 429 760
Diversity in Online Courses.	8p.	L1	ED 429 540
Do Computers Enhance or Detract from Student Learning?			

Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?	13p.	L1	ED 430 020
Testing a Causal Model for Learning in a Problem-Based Curriculum.	15p.	L1	ED 430 017
Toronto's First U.S.-Canadian ECE Conference-1891.	24p.	L1	ED 429 675
Toward an Understanding Life History Research.	31p.	L1	ED 429 956
Towards a New Generation of Open Learning Programmes in Teacher Education: Lessons for Us All.	19p.	L1	ED 429 950
Tracking Outcomes for Community College Students with Different Writing Instruction Histories.	24p.	L1	ED 429 648
Trends in Technology Education in Asia and Their Implications for New Zealand.	15p.	L1	ED 429 208
Trials and Tribulations of Employment Trends for Students with Learning Disabilities.	7p.	L1	ED 429 784
2010 and Beyond: Virtual Reality and the Communication Classroom.	19p.	L1	ED 429 323
Understanding Informal and Formal Mathematical Abilities in Mainland Chinese and Chinese-American Children.	17p.	L1	ED 429 846
Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.	34p.	L1	ED 429 879
The Use of Reflexive Photography in the Study of the Freshman Year Experience.	14p.	L1	ED 429 473
Use of Selected Available Technology To Provide Relatively Inexpensive Distance Learning Courses along the Texas/Mexico "Border Corridor."	9p.	L1	ED 429 778
Using Intergenerational Communities To Develop a Special Education Discipline Page Website: Focus on the Gifted.	10p.	L1	ED 429 766
Using Technology To Enhance Early Childhood Teacher Preparation.	11p.	L1	ED 429 672
Using the Internet To Connect Parents and Professionals: The Challenges.	7p.	L1	ED 429 762
Using the WWW for Teaching and Learning in K-12 Classrooms: What			

79p. L1 ED 429 349

A Correlational Study of the Tests of Achievement and Proficiency and the Georgia High School Graduation Test in the Area of Mathematics.
49p. L1 ED 429 986

(041) Dissertations/Theses - Doctoral Dissertations

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. L1 ED 429 639

An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges.
194p. L1 ED 429 649

Participants' Perceptions of Employability Skills Learned in a Community College Job Readiness Program.
195p. L1 ED 429 655

School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.
148p. L1 ED 430 064

A Study of Student Retention and Attitudes in a Community College Preparatory Mathematics Course.
141p. L1 ED 429 634

(042) Dissertations/Theses - Masters Theses

The Effects of Mentoring At-Risk Female College Students.
80p. L1 ED 429 261

Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.
137p. L1 ED 429 279

(043) Dissertations/Theses - Practicum Papers

Development of a Data Gathering System That Accounts for Instructional Time Spent on Specific Funding Activities.
40p. L1 ED 429 181

Development of a Questionnaire To Survey Graduates of the Electrical Systems Specialization in the Industrial Technology Department (Revised).
43p. L1 ED 429 213

Improving the Parenting Skills of Young Teen Mothers in Grades 9th--12th through Parenting Classes, Training, and Mentoring.
61p. L1 ED 429 244

Increasing Internet Usage among Teachers and Students for Information Retrieval and Curricular Augmentation through Ongoing Training and Support.
58p. L1 ED 429 557

(050) Guides - General

Exploring a Common Past: Researching and Interpreting the

Singapore: A History of the Lion City.	104p.	L2	ED 429 921
Teacher Education in Adversity: Albania's Kualida Project, 1994-1998.	16p.	L1	ED 429 949
Teaching with Documents: Using Primary Sources from the National Archives. Volume 2.	298p.	L1	ED 429 915

(070) Informational Analyses - General

Actual Schools, Possible Practices. New Directions in Professional Development.	45p.	L1	ED 429 980
Adolescent Coping: Theoretical and Research Perspectives. Adolescence and Society Series.	233p.	L3	ED 429 666
Analytic Framework of Institutional Support for Student Assessment.	52p.	L1	ED 429 517
Barriers to Adopting Emerging Technologies in Education.	27p.	L1	ED 429 556
Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing, Coordinating Board & Regional Accreditation Association Policies and Practices.	209p.	L1	ED 429 520
Changing Traditions in Germany's Public Schools. International Studies in Education Series.	88p.	L2	ED 429 859
Children's Literature about Disabilities Enhancing Multicultural Education in Elementary Schools.	13p.	L1	ED 429 418
Class Size.	79p.	L1	ED 429 349
College Remediation: What It Is, What It Costs, What's At Stake.	35p.	L1	ED 429 525
A Comparison of Education in China and the United States.	15p.	L2	ED 429 924
Correlating Glasser's Choice Theory to the Behavioral Requirements of IDEA 97.	8p.	L1	ED 429 741
Country Living: Benefits and Barriers for Gifted Learners.	7p.	L1	ED 429 751
Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.	7p.	L1	ED 429 786
Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.			

Physical Activity and Fitness for Persons with Disabilities.
9p. L1 ED 429 951

(141) Reports - Descriptive

Adaptive and Agile Interactive Learning Environments on the WWW.
8p. L1 ED 429 535

Alternative Schools. Quick Turn Around (ATW) Forum.
8p. L1 ED 429 402

Analytic Framework of Institutional Support for Student Assessment.
52p. L1 ED 429 517

Annual Report on School Violence, 1997-98.
76p. L1 ED 429 342

Applying "Best Practices" to Preparation of Future Educators Using Exemplary Field Experiences.
22p. L1 ED 429 948

Appraising Learner Progress in the Social Studies.
12p. L1 ED 429 994

Assessing Readiness.
37p. L1 ED 429 272

The Assessment of Student Achievement: The Hundred Years War.
16p. L1 ED 430 009

Assessment Program Technical Progress Report, 1997-1998.
150p. L1 ED 429 627

Assisting Preservice Teachers with Special Needs: Four True Stories.
7p. L1 ED 429 770

Assistive Technology in Oklahoma Public Schools: A Service Delivery Model for Rural Schools.
10p. L1 ED 429 747

Attitudes and Opinions from the Nation's High Achieving Teens: 29th Annual Survey of High Achievers.
151p. L1 ED 429 671

Authoring and Development in an Online Environment: Web-Based Instruction Using SGML.
8p. L1 ED 429 530

Authoring Tools for Courseware on WWW: The W3Lessonware Project.
6p. L1 ED 429 547

A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out. A Message from U.S. Secretary of Education Richard W. Riley.
35p. L1 ED 429 329

Behind the Black Veil: Fear, the Internet, and Teaching Composition.
12p. L1 ED 429 305

Benchmarking Assessment. Assessment of Teaching and Learning in Higher Education and Public Accountability: State Governing,

Direct Student Loans: Overpayments during the Department of Education's Conversion to a New Payment System.	9p.	L1	ED 429 502
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Parent Perspectives. Final Report Phase II: Minority Parents.	47p.	L1	ED 429 409
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional and Parent Perspectives. Final Report III: Asian American.	47p.	L1	ED 429 410
Disproportionate Representation of Minorities in Special Education: A Focus Group Study of Professional Educator Perspectives. Final Report Phase I: Professional Groups.	38p.	L1	ED 429 408
Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.	28p.	L1	ED 429 681
Estimability of Parameters in the Generalized Graded Unfolding Model.	15p.	L1	ED 430 001
Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.	42p.	L1	ED 429 459
An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.	6p.	L1	ED 429 768
Experiences in Virtual Teaching.	6p.	L1	ED 429 539
Extended Opportunity Programs and Services for Community College Retention.	32p.	L1	ED 429 642
Facilitating Effective Inclusion through Staff Development.	6p.	L1	ED 429 769
Findings from an Evaluation of the Parent Institute for Quality Education Parent Involvement Program.	29p.	L2	ED 429 684
Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.	22p.	L1	ED 429 512
The Four-Day School Week. Revised.	13p.	L1	ED 429 344
Giving Psychology Away through Technology-Based Distance Instruction.	10p.	L1	ED 429 558
The Graying of the Faculty in the UW System.	43p.	L1	ED 429 522

Issues in National Assessment of Mathematics--the Transition to Higher Level Study.	17p.	L1	ED 430 038
Issues Related to Equipment and the Dietary Guidelines for Americans.	47p.	L1	ED 429 428
Key Findings, Measurement and Design Issues, and Recommendations for Addressing Child Care in the State Welfare Waiver Evaluations.	16p.	L1	ED 429 698
The Labour Market Situation of EU and of Third Country Nationals in the European Union. Labour Market Research Topics No. 32.	124p.	L1	ED 429 228
Learning Engineering in Practice: Constructing "Knowledge" via Culturally-Powered Relations.	37p.	L1	ED 429 865
Learning Styles and Error Correction: How Do Learning Styles Affect Students' Perceptions towards Error Correction in a Foreign Language Classroom?	19p.	L1	ED 429 452
Leveling the Learning Field; Near-sidedness: The Circuit to Literacy.	14p.	L1	ED 429 378
Linked Instruction: The Contextual Acquisition of Learning Strategies in a University History Course.	23p.	L1	ED 429 874
Linking Research and Teaching in Qualitative Courses.	30p.	L1	ED 429 495
Longitudinal Behavioral Change in Infants with Neuromotor Disabilities.	11p.	L1	ED 429 377
A Longitudinal Look at Rural Family Outcomes: From Birth to Eight Years Old.	7p.	L1	ED 429 761
Lunch Buddies: A Program To Involve Caring Adults.	12p.	L1	ED 429 260
Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.	38p.	L1	ED 429 728
Managing Technology Funding: Best Practices for Alberta School Jurisdictions.	26p.	L1	ED 429 570
Managing Work and Family. Nonstandard Work Arrangements among Managers and Professionals.	89p.	L1	ED 429 220
Marketing and Public Relations in ARL Libraries. SPEC Kit 240.	124p.	L1	ED 429 622

	20p.	L1	ED 429 592
Do Professors Dream of Electronic Students? Faculty Anxiety and the New Information Technologies.	22p.	L1	ED 429 582
Does the Relationship between Motivation and Performance Differ with Ability?	11p.	L1	ED 430 037
A Double Method Approach for a Double Need: To Describe Teachers' Beliefs about Grade Retention, and To Explain the Persistence of These Beliefs.	14p.	L1	ED 429 946
The Double-Bind of "Voice": Complicating the Reading of Minority Student Writing.	7p.	L1	ED 429 300
Early Childhood Pre-Service Teachers' Beliefs in Taiwan.	35p.	L1	ED 429 733
Easy Ed: An Integration of Technologies for Multimedia Education.	7p.	L1	ED 429 527
The Education Forum: A Web-Based Resource for Teachers.	11p.	L1	ED 429 552
Educational Alliances, Property Rights and Trust: Issues of Transaction Costs in the Transfer of Credit.	20p.	L1	ED 429 340
Educational Services for Students with Visual Impairment in Rural Communities: Myths and Realities.	7p.	L1	ED 429 786
Effect of Computer Assisted Instruction on Students' Achievement in Global Studies.	14p.	L1	ED 429 912
Effect of Introductory Counseling Course on Retention Rates.	13p.	L1	ED 429 471
Effective Instruction for English-Language Learners: A Multi-Vocal Approach toward Research Synthesis.	71p.	L2	ED 430 019
The Effects of Entering Characteristics and College Experiences on Student Satisfaction and Degree Completion: An Application of the Input-Environment-Outcome Assessment Model.	20p.	L1	ED 429 491
Effects of Institutional Experience and Family Support on Post-Developmental Students' Academic Performance.	46p.	L1	ED 430 042
Effects of School Choice on Academic Commitment and Academic Achievement: Evidence from NELS:88.	16p.	L1	ED 429 370
Effects of Teacher Knowledge of Rubrics on Student Achievement in Four Content Areas.	22p.	L1	ED 430 030

Are the Interesting Research Questions?	17p.	L1	ED 429 580
Utilizing Distance Learning and the Case Study Method To Enhance Instruction between Two Universities.	14p.	L1	ED 429 470
The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.	14p.	L1	ED 429 835
Validation of Angoff-based Predictions of Item Performance.	35p.	L1	ED 430 004
Virtual Partnerships in Research and Education.	7p.	L1	ED 429 541
Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.	7p.	L1	ED 429 532
Ways of Knowing Beyond Facts and Laws of Science: An Ethnographic Investigation of Student Engagement in Scientific Practices.	49p.	L1	ED 429 816
"We Understood It More 'Cause We Were Doin' It Ourself": Students' Self-Described Connections between Participation and Learning.	24p.	L1	ED 430 025
Web Instruction as Cultural Transformation: A Reeducation Model for Faculty Development.	14p.	L1	ED 429 499
Web-Based Course Delivery and Administration Using Scheme.	7p.	L1	ED 429 544
Web-based Educational Media: Issues and Empirical Test of Learning.	7p.	L1	ED 429 542
WEBGUIDE: Guiding Collaborative Learning on the Web with Perspectives.	21p.	L1	ED 429 584
What Can Inservice Taiwanese Science Teachers Learn and Teach about the Nature of Science?	19p.	L1	ED 429 823
What Changes Occurred?--An In-service Course Focused on Museum Education for Taiwanese Science Teachers.	22p.	L1	ED 429 822
What Is Ag-Ed?	7p.	L1	ED 429 799
What's Being Served for Dinner? Maternal Mood, Child Orientation, and Mother-Child Interaction during Family Dinnertime Conversation.	11p.	L1	ED 429 692
What's Hot? What's Not? A Survey of Mathematics Education			

Underground Railroad.	54p.	L2	ED 429 880
A Guide to Gender Fair Education in Science and Mathematics.	42p.	L1	ED 429 838

(051) Guides - Classroom - Learner

Burma and the Burmese: A Historical Perspective.	121p.	L2	ED 429 920
Culture Matters: The Peace Corps Cross-Cultural Workbook.	267p.	L1	ED 429 911
En Bons Termes avec les Etudes Sociales. Glossaire pour les 10e, 11e, et 12e Annees (On Good Terms with the Social Studies. A Glossary for the 10th, 11th, and 12th Years).	213p.	L1	ED 429 891
Iowa Festivals.	34p.	L1	ED 429 892
Letters and Letter Writing.	34p.	L1	ED 429 858
Mathematics. Rivers Curriculum Guide.	243p.	L3	ED 429 819
Singapore: A History of the Lion City.	104p.	L2	ED 429 921
SWEEP: Sciencing with Watersheds, Environmental Education and Partnerships. Instructor's Guide to Implementation and Summer Institute Participant Notebook.	332p.	L1	ED 429 807
Teens Parenting Series.	1388p.	L3	ED 429 665
Training for Change. A Training Pack To Support Adults with Learning Disabilities To Become Trainers.	228p.	L2	ED 429 206

(052) Guides - Classroom - Teacher

The 'Amistad' Case. Lesson Plan.	31p.	L1	ED 429 855
Assessment in Art Education. Art Education in Practice Series.	147p.	L3	ED 429 888
Assessment Matters in Adult Learning.	136p.	L2	ED 429 196
The Biology Classroom: A Natural Place for Narrative.	11p.	L1	ED 429 293
Bring Life into Learning: Create a Lasting Literacy.	126p.	L3	ED 429 321
Challenging Projects for Creative Minds: 12 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 1-5.	148p.	L2	ED 429 686

	71p.	L2	ED 430 019
Empowering Women for Equity: A Counseling Approach.	313p.	L2	ED 429 259
The Feasibility of 4X4 Block Scheduling in Secondary Schools: A Review of the Literature.	17p.	L1	ED 429 333
Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.	131p.	L1	ED 429 461
A Guide to Gender Fair Education in Science and Mathematics.	42p.	L1	ED 429 838
Handbook of Attachment: Theory, Research, and Clinical Applications.	925p.	L3	ED 429 696
Hearing Loss in Children: Delayed Speech and Language Information Packet.	41p.	L1	ED 429 406
The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.	8p.	L1	ED 429 756
The Image of Higher Education in American Indian Popular Literature.	13p.	L1	ED 429 289
Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.	27p.	L1	ED 429 518
Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.	12p.	L1	ED 429 917
Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.	134p.	L1	ED 429 519
Income Inequality and the Education Divide.	26p.	L1	ED 429 890
Instruments Used in the Identification of Gifted and Talented Students.	180p.	L1	ED 429 395
Integrated Literacy Instruction: A Review of the Literature.	35p.	L1	ED 429 310
Is There a Link between Welfare Reform and Teen Pregnancy? Rockefeller Reports.	9p.	L2	ED 429 262
Market Education: The Unknown History. Studies in Social Philosophy & Policy No. 21.	470p.	L3	ED 429 350

Coordinating Board & Regional Accreditation Association Policies and Practices.	209p.	L1	ED 429 520
Building the School-to-Work System. Fastback 446.	55p.	L2	ED 429 174
Celebrating Distance Teaching Innovations: The Certificate in Distance Teaching.	11p.	L1	ED 429 795
Celebratory Socialization: Welcoming Latino Students to College.	27p.	L1	ED 429 523
Chi-Square Statistics, Tests of Hypothesis and Technology.	26p.	L1	ED 430 044
The Child Care and Family Support Partnership Informal Care Project: Report on the First Cohort.	9p.	L1	ED 429 676
The Child Care Center Licensing Study, 1999.	278p.	L2	ED 429 678
Children's Index: A Profile of Leading Indicators of the Health & Well-Being of North Carolina's Children, 1995.	31p.	L1	ED 429 689
Children's Index: A Profile of Leading Indicators on the Health & Well-Being of North Carolina's Children, 1994.	33p.	L1	ED 429 688
Civic Education Curriculum Grades 3 and 4 and Civic Culture Curriculum Grade 7 and Civic Culture Curriculum Grade 8.	37p.	L1	ED 429 876
ClassACT: The Evolution of a Collaborative Learning Tool.	8p.	L1	ED 429 529
Collaborative Research and Evaluation in French Teacher Education.	14p.	L1	ED 429 984
Colorado Learn and Serve: School-Based & Community-Based Program Profiles, 1997-98.	154p.	L1	ED 429 337
Community Based Support Programs and Primary Prevention.	8p.	L1	ED 429 697
Competitive Financing Mechanisms: Auctions Used by Federal Agencies.	28p.	L1	ED 429 500
Constitutional Amendment A: Prohibit Property Taxes for School Funding. Issue Memorandum 98-13.	6p.	L1	ED 429 358
Constructing a Virtual University Paradigm: The University of North Carolina at Wilmington.	18p.	L1	ED 429 503
Content-Driven Instructional Reform in Community School District #2. High Performance Learning Communities Project.			

The Hundred Languages of Children Exhibition: A Unique Early Childhood Education Professional Development Program. Final Evaluation Report (September 15 to December 15, 1998).	119p.	L1	ED 429 685
I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.	28p.	L1	ED 430 041
Ideas from the Other Side of the Desk: Student Evaluations.	8p.	L1	ED 429 869
Implementing Schoolwide Programs. Volume 2: Profiles of Successful Schoolwide Programs. An Idea Book.	95p.	L1	ED 429 360
Information Skills in the New Zealand Curriculum: A Blueprint for Education?	18p.	L1	ED 429 618
Instruments Used in the Identification of Gifted and Talented Students.	180p.	L1	ED 429 395
Interface Design Issues for Web-Based Collaborative Learning Systems.	8p.	L1	ED 429 538
Learning and Teaching in Distance Education: Analyses and Interpretations from an International Perspective.	248p.	L3	ED 429 597
Learning Community/Title III Project.	15p.	L1	ED 429 643
Longitudinal Study of the Reading Recovery Program, 1994-1998.	27p.	L1	ED 430 067
Maryland School Performance Report, 1998: State and School Systems.	64p.	L1	ED 429 348
Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.	195p.	L1	ED 430 072
Modeling Time To Respond and Probability of Correct Answer in a Simulated Computerized Test-taking Situation.	14p.	L2	ED 430 039
National Council on Disability Annual Report Volume 19, Fiscal Year 1998.	50p.	L1	ED 429 407
The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.	18p.	L1	ED 429 515
The New Educational Technologies and Learning: Empowering Teachers To Teach and Students To Learn in the Information Age.	301p.	L3	ED 429 598
The New York Collaborative for Excellence in Teacher			

Mathematics Curriculum in India and Singapore.	11p.	L2	ED 429 704
Mathematics Framework for the 1996 and 2000 National Assessment of Educational Progress. NAEP Mathematics Consensus Project.	63p.	L1	ED 429 845
Measuring Achievement Growth in an 18-Day Summer School Session.	25p.	L1	ED 430 036
Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context.	45p.	L1	ED 429 359
Mentoring in Adolescence: A Sociocultural and Developmental Study of Undergraduate Women and Sixth Grade Girls Paired in a Mentoring Program.	36p.	L1	ED 429 985
Metaphor: A Tool for Monitoring Prospective Elementary Teachers' Developing Metacognitive Awareness of Learning and Teaching Science.	30p.	L1	ED 429 840
Michigan High School Proficiency Test in Communication Arts: Reading. Tryout and Pilot Technical Report.	101p.	L1	ED 429 284
Michigan High School Proficiency Test in Communication Arts: Writing. Tryout and Pilot Technical Report.	105p.	L1	ED 429 320
Middle Grade Boys: Reading Habits and Preferences for a New Millennium.	19p.	L1	ED 429 274
The Moral Reasoning of Adolescents Gifted in Science: A Case Study.	11p.	L1	ED 429 398
Motivational Effects of the Informativeness of Feedback.	9p.	L1	ED 430 034
Moving toward More Effective Public Internet Access: The 1998 National Survey of Public Library Outlet Internet Connectivity.	114p.	L1	ED 429 601
"My Learning Curve": Using Visual Rapid Appraisal in the Evaluation of the Extended Practicum in a Teacher Education Program.	14p.	L1	ED 430 022
A National Profile of Faculty Governance Leaders in Higher Education.	14p.	L1	ED 429 490
A Naturalistic Study of Epistemology: Oceanography Constructed through Oral and Written Discourse.	57p.	L1	ED 429 817
Nebraska Internet Evaluation Report, Year 5.	8p.	L1	ED 429 559
Node-Link Mapping Promotes Top-Down Learning.			

Effects of the JOBS Program on Mother-Child Relations during the Early Months of Program Participation.	28p.	L1	ED 429 681
The Efficacy of Teacher Education in an Alternative Program.	30p.	L1	ED 429 972
The Emotional Transition of Twelve Year Olds from Home to a Boarding Situation.	8p.	L1	ED 429 797
Enhancing the Profile of Teachers as Curriculum Decision-Makers: Some International Perspectives.	41p.	L1	ED 429 977
Establishing Research-Based Knowledge in Teacher Education.	26p.	L1	ED 429 969
Estimability of Parameters in the Generalized Graded Unfolding Model.	15p.	L1	ED 430 001
Ethnic and Culture Diversity in Rural Deaf Education Programs in New Mexico.	6p.	L1	ED 429 757
Evaluating College Services Using Student Ratings with Incomplete Data: An IRT Rating Scale Model Approach.	32p.	L1	ED 430 046
An Evaluation of the Effectiveness of Summer Institutes for Rural Teachers of Students with Low Incidence Disabilities.	6p.	L1	ED 429 768
Examination of Preschool Teachers' Biased Perception on Gender Differences.	36p.	L1	ED 429 711
Examining Both Race and Gender in the Experiences of African American College Women.	17p.	L1	ED 429 487
Expectancy, Value, and Motivation for Test Taking When Optimism Declines: A Continuation.	10p.	L1	ED 430 008
Experiences in Virtual Teaching.	6p.	L1	ED 429 539
Extended Opportunity Programs and Services for Community College Retention.	32p.	L1	ED 429 642
Facilitating Effective Inclusion through Staff Development.	6p.	L1	ED 429 769
Faculty Views on Support for Teaching: Using Qualitative Data Analysis Software To Investigate Focus Group Discussion.	20p.	L1	ED 429 497
Fairness Issues in Student Exit Performance Assessment.	18p.	L1	ED 430 005
The Feasibility of 4X4 Block Scheduling in Secondary Schools: A			

Research 1982-1998.	32p.	L1	ED 429 847
When Inter-Rater Reliability Is Obtained from Only Part of a Sample.	20p.	L1	ED 430 049
When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.	21p.	L1	ED 429 962
When the Task Is Not Just a Task: What One Mathematics Teacher Learned about Facilitating Student Discourse.	23p.	L1	ED 429 953
Where Are the School Leaders for the New Millennium? A Study of Reasons Cited by Incumbent Administrators Who Have Decided Not To Apply for Another Administrative Position.	22p.	L1	ED 429 371
Workshop on Body Image: Creating or Reinventing a Positive Body Image.	17p.	L1	ED 429 961
Writing and Retelling Multiple Ethnographic Tales of a Soup Kitchen for the Homeless.	30p.	L1	ED 429 873
Writing for Real-World Functions and Audiences in Family Message Journals: New Insights into Writing Instruction.	46p.	L1	ED 429 302

(160) Tests/Questionnaires

Are Natural Environments Unnatural? A Survey of Early Intervention Specialists.	32p.	L1	ED 429 376
Arizona Charter School Progress Evaluation.	88p.	L1	ED 429 339
The ARL Geographic Information Systems Literacy Project. SPEC Kit 238 and SPEC Flyer 238.	42p.	L1	ED 429 609
The Benefits of Teaching Small Classes Perceived by Chinese Urban School Teachers.	16p.	L1	ED 429 940
CIVITAS: An International Civic Education Exchange Program. Evaluation Report.	85p.	L1	ED 429 897
The Creative Arts: Are Elementary Education Majors Prepared for Curriculum Integration of the Arts?	9p.	L1	ED 429 870
Developing a Measuring Instrument To Study Student Perceptions of Good College Teaching from a Cross-Cultural Perspective.	12p.	L1	ED 429 472
Developing Technology Training for Principals.	37p.	L2	ED 429 588

Challenging Projects for Creative Minds: 20 Self-Directed Enrichment Projects That Develop and Showcase Student Ability for Grades 6 and Up.	174p.	L2	ED 429 687
Citizenship Handbook.	159p.	L1	ED 429 466
Classroom and Field Experiments for Florida's Environmental Resources.	26p.	L1	ED 429 810
CNN Newsroom Classroom Guides. April 1999.	127p.	L2	ED 429 563
CNN Newsroom Classroom Guides. February 1999.	118p.	L2	ED 429 562
Colorado Model Content Standards: Reading & Writing.	22p.	L1	ED 429 268
Comprehensive Student Development Curriculum. Elementary School.	290p.	L1	ED 429 236
Comprehensive Student Development Curriculum. High School.	290p.	L1	ED 429 238
Comprehensive Student Development Curriculum. Middle School.	281p.	L1	ED 429 237
Comprehensive Student Development Curriculum. Postsecondary School.	352p.	L1	ED 429 239
Cooperative Learning Activities in the Library Media Center. Second Edition.	166p.	L3	ED 429 600
Critical Thinking for the New Millennium: A Pedagogical Imperative.	8p.	L1	ED 429 913
Developing Reading and Writing through Music.	11p.	L1	ED 429 710
The Differentiated Classroom. Responding to the Needs of all Learners.	145p.	L2	ED 429 944
Digging into Archaeology. Hands-On, Minds-On Unit Study.	132p.	L2	ED 429 916
Duel of Eagles: Conflicts in the Southwest, 1820-1848. A Unit of Study for Grades 8-12.	98p.	L1	ED 429 883
Effectively Integrating the World Wide Web and Computer Software Technology into Diverse Classrooms.	13p.	L1	ED 429 808
Effectively Teaching Critical Thinking Skills to High School Students.	18p.	L1	ED 429 850

Morality in Education.	19p.	L1	ED 429 878
Multiple Disabilities: Is Rural Inclusion Possible?	6p.	L1	ED 429 785
Partnerships, Technology and Teaching: Celebrating the Link between Universities and Rural Communities.	16p.	L1	ED 429 793
Play-Based Programming: Advantages for Rural Early Childhood Special Education.	10p.	L1	ED 429 748
Policy-Oriented Research on Literacy Standards and Assessment.	42p.	L1	ED 429 309
Practical Strategies for Implementing the Provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) in Rural Settings.	8p.	L1	ED 429 754
Preparing To Implement Learner Outcomes in Technology: Best Practices for Alberta School Jurisdictions.	73p.	L1	ED 429 571
Privatization, Contracting, and Reform of Child and Family Social Services.	58p.	L1	ED 429 715
Professional Development for "All" Personnel in Inclusive Schools.	13p.	L1	ED 429 405
The "Prospects" Study of Educational Growth and Opportunity: Implications for Policy and Practice.	48p.	L1	ED 429 355
Rise, Stagnation and Decline of Elementary Social Studies and a Successful Defense.	25p.	L1	ED 429 872
Rural Hispanic Children and Giftedness: Why the Difficulty in Identification?	8p.	L1	ED 429 752
Staff Development in Writing Instruction and the Reading/Language Arts Framework for California Public Schools: A Review of the Literature.	36p.	L1	ED 429 297
Teacher Efficacy and Rural Community Transition for Adolescents with Disabilities.	8p.	L1	ED 429 782
Teacher Thinking and Student Diversity.	31p.	L1	ED 429 947
Technology: An Enrichment Tool for the Gifted Student.	11p.	L1	ED 429 399
Understanding the Value of Law Related and Civic Education for Youth: A Review of the Literature.	34p.	L1	ED 429 879

	36p.	L1	ED 429 265
Convenient Distance Education Training in Technology.	5p.	L1	ED 429 777
Creating a Workshop on the World Wide Web: The Experiences of Internet 101.	10p.	L1	ED 429 533
Cross Cultural Images: The ETSU/NAU Special Photography Project.	6p.	L1	ED 429 758
Culture and School Success: Development of a Documentary-Style Distance Education Course.	9p.	L1	ED 429 780
A Database Architecture for Web-Based Distance Education.	9p.	L1	ED 429 543
The Death of the Classroom, Learning Cycles and Roger Schank.	5p.	L1	ED 429 434
A Design Assessment Scale for Elementary Schools.	15p.	L1	ED 429 433
Developing a Hyperbook To Teach Computer Mediated Learning.	11p.	L1	ED 429 764
Developing and Integrating a Web-Based Quiz into the Curriculum.	7p.	L1	ED 429 531
Development and Integration of WWW-Based Services in an Existing University Environment.	7p.	L1	ED 429 534
Dialogic Assessment: Toward a "Conversational" Peer Response Method.	15p.	L1	ED 429 299
Disability Research Encompassing Native Americans in Math and Science: A Demonstration Inclusion Project.	7p.	L1	ED 429 760
Diversity in Online Courses.	8p.	L1	ED 429 540
Does Design Make a Difference? A Conference of the AIA Committee on Architecture for Education (Scottsdale, Arizona, September 27-28, 1997).	28p.	L2	ED 429 425
Easy Ed: An Integration of Technologies for Multimedia Education.	7p.	L1	ED 429 527
The Education Forum: A Web-Based Resource for Teachers.	11p.	L1	ED 429 552
Educational Master Plan, 1996-2001.	316p.	L1	ED 429 640
Employers in Natural Resources--What They're Telling Us.	72p.	L1	ED 429 652
English Acquisition Services: A Summary of Bilingual Programs			

Preparation: A Case Study of Context and Evaluation.	44p.	L1	ED 430 051
New York State of Mind? Higher Education vs. Prison Funding in the Empire State, 1988-1998.	13p.	L1	ED 429 509
No Trespassing: U.S. Public Schools and the Border of Institutional Homophobia.	22p.	L1	ED 429 252
Ohio's Accountability System for Career Development: How Do We Know We Make a Difference? AACE Bonus Brief.	3p.	L1	ED 429 171
On Track with Phoenix Early Head Start. Evaluation Report, 1997-98.	81p.	L1	ED 429 722
Opportunities for ICT in the Primary School.	250p.	L3	ED 429 596
Parental Involvement and Students' Academic Achievement: A Meta-Analysis.	35p.	L1	ED 430 048
Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.	48p.	L1	ED 429 663
Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1998.	214p.	L1	ED 429 521
Preassessment Team Practices in Rural Settings: An Analysis of Team Activities.	8p.	L1	ED 429 746
The Problem of High Stakes Assessment in Public Education.	17p.	L1	ED 430 021
Professional Development for Teaching Technology across the Curriculum: Best Practices for Alberta School Jurisdictions.	77p.	L1	ED 429 573
Project RESPECT. Third Year Program Evaluation Report.	38p.	L1	ED 429 456
Purposes in Learner Assessment.	10p.	L1	ED 429 991
Report on the Fifth Year of the ESF-Funded Project To Consolidate and Develop Foreign Language Modules for Students in Other Disciplines and the Third Year of the Language Modules Research and Development Project (October 1, 1997 - September 30, 1998).	25p.	L1	ED 429 446
Results from the North Carolina--NAEP Comparison and What They Mean to the End-of-Grade Testing Program.	18p.	L1	ED 430 035
Robustness of the Polytomous IRT Model to Violations of the			

	9p.	L1	ED 429 253
A Non-Content Specific Test of High School Students' Progress in Science.	12p.	L1	ED 429 833
Nonsocial Play in the Kindergarten Classroom: Gender Differences in Relations with Adjustment.	10p.	L1	ED 429 729
Nonstandard Work, Substandard Jobs. Flexible Work Arrangements in the U.S.	119p.	L1	ED 429 221
Orchestrating the Sound of Music: Analysis and Design of a University Music Education Curriculum.	26p.	L1	ED 429 864
Orchestrating the Thought and Learning of Struggling Writers.	39p.	L1	ED 429 303
Organizational Cultures of Excellent Schools in Hong Kong.	32p.	L1	ED 429 866
Outcomes of Students Enrolled in Developmental Education Courses.	14p.	L1	ED 429 338
Parental Style: And How It May Influence a Child's Role in Bullying.	6p.	L1	ED 429 731
Partnerships for Learning. Opportunities for Trade Unions and the University for Industry.	48p.	L2	ED 429 203
Perceived Roles and Competencies Involved in the Transition Planning Process: A Comparison of Rural and Non-Rural Areas.	8p.	L1	ED 429 783
Placement Decisions for First-Time-in-College Students Using the Computerized Placement Test. Information Capsule.	13p.	L1	ED 429 644
Preparing Science Teachers Using Distance Learning: Urban and Rural Students Collaborate Using Video Teleconferencing (VTEL) Technology.	19p.	L1	ED 429 827
Problem Behaviors in Middle Childhood: Understanding Risk Status and Protective Factors.	37p.	L1	ED 430 066
A Profile of First Time in College (FTIC) Freshmen Students at Nova Southeastern University: Fall Term 1997.	28p.	L1	ED 429 483
Progress towards Licensing and Chartering Pacific Islands Early Childhood Centres in New Zealand.	66p.	L1	ED 429 736
Promoting Student Achievement and Exemplary Classroom Practices through Cluster Grouping: A Research-Based Alternative to Heterogeneous Elementary Classrooms.	73p.	L1	ED 429 389

Review of the Literature.	17p.	L1	ED 429 333
Fifth Graders' Perceptions of Their Interactions While Using Literacy Play Centers.	23p.	L1	ED 429 286
Financing Facilities in Rural School Districts.	34p.	L1	ED 429 427
First Year University in Retrospect: The Voices of Rural Students.	12p.	L1	ED 429 791
A Focus on Rural Australia for Students at the University of Ballarat.	15p.	L1	ED 429 798
Fostering Economic Development: Opportunities and Challenges in Postsecondary Education. Working Papers.	14p.	L1	ED 429 653
Fostering Student Adjustment to Medical School: Evaluation of One Innovative Curricular Approach.	22p.	L1	ED 429 512
Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.	42p.	L1	ED 429 868
A Framework for WWW-Based Learning with Flexible Navigational Guidance.	8p.	L1	ED 429 537
Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.	25p.	L1	ED 429 941
Gender Role Differences in Students of Single-Parent and Intact Families.	9p.	L2	ED 429 702
Giving Psychology Away through Technology-Based Distance Instruction.	10p.	L1	ED 429 558
The Goals of Effective Pre-Service Teacher Education Candidates: A Longitudinal Study.	21p.	L1	ED 429 967
Guidelines for Reporting Country-Specific Technology Education.	12p.	L1	ED 429 207
High School Student Perceptions of the Strengths and Weaknesses of an Educational Interactive Video Program over a Four-Year Time Span: Log-linear Analysis.	31p.	L1	ED 430 043
Hong Kong Teachers' Sources of Stress, Burnout, and Job Satisfaction.	22p.	L1	ED 429 954
How Are Students with Mild Intellectual Disabilities Involved in Planning Their Own Transitions?			

Ebbing and Flowing, Learning and Growing: Transitions in Family Economic Resources and Children's Development.	22p.	L1	ED 429 683
The Education and Preparation Experiences Principals Seek in Hiring Teachers for Border Middle-Grade Schools.	38p.	L1	ED 429 973
Evaluation of an In-Service EFL Teacher Training Project across Costa Rica.	42p.	L1	ED 429 459
Fine Tuning Interactive Delivery for High School Students in a Rapidly Growing College and Distance Learning System: A Student Readiness Approach.	24p.	L1	ED 429 630
The Gifts and Exchange Function in ARL Libraries. SPEC Kit 241 and SPEC Flyer 241.	134p.	L1	ED 429 610
How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?	38p.	L1	ED 430 014
Ideas from the Other Side of the Desk: Student Evaluations.	8p.	L1	ED 429 869
Instruments Used in the Identification of Gifted and Talented Students.	180p.	L1	ED 429 395
Internet Assisting EFL Writing Learning: From Learners' Perspective.	21p.	L2	ED 429 460
Issues Related to Equipment and the Dietary Guidelines for Americans.	47p.	L1	ED 429 428
Management Approaches Employed by Teachers To Deal with Children's Behaviour Problems in Nursery Classes.	38p.	L1	ED 429 728
Marketing and Public Relations in ARL Libraries. SPEC Kit 240.	124p.	L1	ED 429 622
Measures for the Final Common Core of Constructs. The Project on State-Level Child Outcomes.	157p.	L1	ED 429 718
Meeting the Challenges of Multicultural Education. The Third Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center.	195p.	L1	ED 430 072
The Need for Undergraduate Computer Science Programs Graduates within the Central Oregon High-Technology Business Community.	18p.	L1	ED 429 515
The New York Collaborative for Excellence in Teacher Preparation: A Case Study of Context and Evaluation.	44p.	L1	ED 430 051

Every Child a Reader. Applying Reading Research in the Classroom.	61p.	L1	ED 429 269
Family Math: The Middle School Years. Algebraic Reasoning and Number Sense.	280p.	L3	ED 429 803
Finding Solutions to Hunger: Kids Can Make a Difference. A Sourcebook for Middle and Upper School Teachers.	242p.	L1	ED 429 884
Geography, Culture, History, Politics of Latin America. Revised.	144p.	L2	ED 429 854
Geography--The Art and Science of Place. A Zephyr Press Learning Packet. Self-directed Study Units for Grades K-8.	161p.	L2	ED 429 886
Graphing Calculators in Mathematics Grades 7-12: A Resource Guide for the Classroom and for Preservice/Inservice Training.	234p.	L1	ED 429 837
The Great Irish Famine.	150p.	L2	ED 429 885
The Harlem Renaissance. A Unit of Study for Grades 9-12.	56p.	L1	ED 429 882
I Can Be an Environmental Citizen: An Environmental Citizenship Handbook for Young People.	30p.	L1	ED 429 811
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 1 to Grade 6.	73p.	L1	ED 429 567
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 10 to Grade 12.	74p.	L1	ED 429 569
Illustrative Examples To Accompany Information and Communication Technology, Interim Program of Studies: Grade 7 to Grade 9.	70p.	L1	ED 429 568
Innovative Hands-on Activities for Middle School Science.	7p.	L1	ED 429 814
Introducing Canada: Content Backgrounders, Strategies, and Resources for Educators. NCSS Bulletin 94.	187p.	L1	ED 429 856
K-8 Building Blocks for Algebra: Patterns, Functions, Relationships.	100p.	L1	ED 429 839
A l'ecoute de son ecoute: Cahier de reflexion sur le processus d'ecoute (On Listening to One's Listening: Notebook of Reflection on the Listening Process.)	72p.	L1	ED 429 328
Landmarks: Seeing the World by Numbers. World's Largest Math Event 4.	13p.	L2	ED 429 843

What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.	49p.	L1	ED 429 524

(071) Informational Analyses - ERIC IAPS

American Sign Language as a Foreign Language. ERIC Digest.	4p.	L1	ED 429 464
Creativity in Adulthood. ERIC Digest No. 204.	4p.	L1	ED 429 186
Enriching Children's Out-of-School Time. ERIC Digest.	3p.	L1	ED 429 737
Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.	4p.	L1	ED 429 420
Girls and Violence. ERIC Digest Number 143.	4p.	L1	ED 430 069
Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.	4p.	L1	ED 429 987
IDEA's Definition of Disabilities. ERIC Digest E560.	4p.	L1	ED 429 396
Implementing Looping. ERIC Digest, Number 123.	3p.	L1	ED 429 330
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.	4p.	L1	ED 429 633
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.	4p.	L1	ED 429 593
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups, Update 1999. ERIC Digest.	4p.	L1	ED 429 594
Issue-Centered Civic Education in Middle Schools. ERIC Digest.	4p.	L1	ED 429 929
Job Search Methods for the 21st Century. ERIC Digest No. 207.	4p.	L1	ED 429 189
Knowledge Workers. Trends and Issues Alert No. 4.	4p.	L1	ED 429 210
A Nation Still at Risk.	4p.	L1	ED 429 988
New Views of Adult Learning. Trends and Issues Alert No. 5.	4p.	L1	ED 429 211
Peer Review of Teachers. ERIC Digest, Number 126.	3p.	L1	ED 429 343

and English as a Second Language Programs for School Year 1997-98. Report of the Superintendent of Public Instruction to the Arizona Legislature.	31p.	L1	ED 429 451
Enriching Children's Out-of-School Time. ERIC Digest.	3p.	L1	ED 429 737
Enrollments and Degrees Report.	14p.	L1	ED 429 511
The Essence of Text: A Dialogue on Perspective Text Analysis. No. 70.	38p.	L1	ED 430 053
Experiences in Virtual Teaching.	6p.	L1	ED 429 539
Financing Strategies To Support Comprehensive, Community-Based Services for Children and Families.	61p.	L1	ED 429 712
A Focus on Rural Australia for Students at the University of Ballarat.	15p.	L1	ED 429 798
FOIPP and Technology Highlights: Best Practices for Alberta School Jurisdictions.	21p.	L1	ED 429 577
FOIPP and Technology: Best Practices for Alberta School Jurisdictions.	107p.	L1	ED 429 576
Foundations of Democracy in Public School: Building a Pedagogy of Pluralism. Final Performance Report.	42p.	L1	ED 429 868
A Framework for WWW-Based Learning with Flexible Navigational Guidance.	8p.	L1	ED 429 537
Frameworks for Summative and Formative Evaluation of Diverse PDS Sites.	25p.	L1	ED 429 941
Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.	131p.	L1	ED 429 461
Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne. Nouvelles Perspectives Canadiennes.	112p.	L1	ED 429 441
From Isolation to Integration: Occupational Education and the Emerging Systems of Workforce Development.	13p.	L1	ED 429 184
From Lecture Hall to Job Centre. Life as a Student in Germany.	17p.	L1	ED 429 508
A Gestalt Approach to Text Manipulation in Translation.			

Unidimensionality Assumption.	50p.	L1	ED 429 998
Running on Empty: High Standards and Missing Resources in New York City's Public Schools.	30p.	L1	ED 430 063
Rural General Educators and Special Education Training: Applied Assignments & Program Evaluation Data.	7p.	L1	ED 429 772
Scenario Planning at College of Marin.	33p.	L2	ED 429 641
Seeing the Light: Literacy Education and Citizenship in Botswana.	14p.	L1	ED 429 867
Special Review of Smart Start Expenditures by Save Our Brothers, Inc. (Pittsboro, North Carolina) and Liberty Chapel United Church of Christ (Moncure, North Carolina).	30p.	L1	ED 429 726
State Funding of Head Start.	7p.	L1	ED 429 703
The State of the Cities, 1998.	58p.	L1	ED 430 071
Structuring Support for Change in the Middle Years Literacy Program.	18p.	L1	ED 429 266
Study of the Dropout Rate in Secondary Schools: Recommendations for 1999. Report to the Colorado General Assembly. Research Publication No. 443.	47p.	L1	ED 429 362
Teaching Freshman History to ESL Students: A Model.	8p.	L1	ED 429 463
Tennessee TCAP Science Scale Scores: Implications for Continuous Improvement and Educational Reform or Is It Possible To Beat the Odds?	13p.	L1	ED 430 020
Text Matters in Learning to Read.	28p.	L1	ED 429 270
Toronto's First U.S.-Canadian ECE Conference-1891.	24p.	L1	ED 429 675
Using the WWW for Teaching and Learning in K-12 Classrooms: What Are the Interesting Research Questions?	17p.	L1	ED 429 580
Validation of Angoff-based Predictions of Item Performance.	35p.	L1	ED 430 004
Virtually Deschooling Society: Authentic Collaborative Learning via the Internet.	7p.	L1	ED 429 532
When Inter-Rater Reliability Is Obtained from Only Part of a Sample.			

A Quantitative and Qualitative Study of Role Discrepancy among Florida School Psychologists: A Survey of Actual/Preferred Roles and Functions.	29p.	L1	ED 429 255
Raising Their Voices: The Politics of Girls' Anger.	259p.	L3	ED 429 674
Rasch Analysis of Core Tasks for Secondary School Beginning Teachers in Taiwan.	21p.	L1	ED 430 026
Reading Interests of Middle School Students and Reading Preferences by Gender of Middle School Students in a Southeastern State.	137p.	L1	ED 429 279
Reading, Writing and the American Soldier: A Study of Literacy in the American Armed Forces.	32p.	L1	ED 429 281
Reciprocal Teaching and Learning: What Do Master Teachers and Student Teachers Learn from Each Other?	21p.	L1	ED 429 975
Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers.	33p.	L1	ED 429 964
The Reflection of CEC Standards Included in Student Teaching Handbooks: A Pilot Study.	9p.	L1	ED 429 771
Reform and Results: An Analysis of Title I in the Great City Schools, 1994-95 to 1997-98.	37p.	L2	ED 430 057
The Relation between Coordinated Interpersonal Timing and Maternal Sensitivity in Four-Month-Old Infants.	22p.	L1	ED 429 693
Relations among Ethnic Identity, Parenting Style, and Adolescent Psychosocial Outcomes in European American and East Indian Immigrants.	7p.	L1	ED 429 701
The Relationship between American Community Colleges' Curricular and Extracurricular Programs and Students' Perceptions of Their Leadership Abilities.	19p.	L1	ED 429 625
The Reliability and Developmental Validity of the Writing What You Read Rubric for Hypermedia-Authored Narratives: Grades 2-3.	23p.	L1	ED 430 007
Responding to Diversity: Strategies and Initiatives To Support Lifelong Learning for Limited English Adults in California.	259p.	L1	ED 429 467
Returning Women. Their Training and Employment Choices and Needs.	37p.	L2	ED 429 205
The Role of Hypermedia Cases on Preservice Teachers' Views of			

	12p.	L1	ED 429 781
How Critical Is Back Translation in Cross-Cultural Adaptation of Attitude Measures?	38p.	L1	ED 430 014
How Technology Education Transforms Teachers' Perspectives of Their Profession.	30p.	L2	ED 429 586
I Yam What I Am: Examining Qualitative Research through the Ethnographic Self, the Literary "Other" and the Academy.	28p.	L1	ED 430 041
The IDEA 1997 Accommodation, Modification Plans and Related Services Compliance Requirements for Rural Schools According to Recent Court Decisions.	8p.	L1	ED 429 756
Identification of Barriers That Confront Rural Students Entering the University System.	10p.	L1	ED 429 796
Identifying and Addressing Challenges Encountered by Educators of Aboriginal Children in an Urban Setting.	23p.	L1	ED 429 958
The Image of Higher Education in American Indian Popular Literature.	13p.	L1	ED 429 289
The Impact of Student-generated Learning Issues on Individual Study Time and Academic Achievement.	13p.	L1	ED 430 016
Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.	8p.	L1	ED 429 774
Implications of Using Asynchronous Video in Distance Learning.	18p.	L1	ED 429 591
Improving the Grade Point Average of Our At-Risk Students: A Collaborative Group Action Research Approach.	20p.	L1	ED 429 826
An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.	31p.	L1	ED 429 366
Incidental Education (for Women) in Rural Communities.	8p.	L1	ED 429 794
Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.	6p.	L1	ED 429 749
Individual Differences in Integrating Information from Word Parts and Context in Interpreting Novel Words.	14p.	L1	ED 429 287
Influence of Culture and Home Environment on Science Learning.	13p.	L1	ED 429 821

A Non-Content Specific Test of High School Students' Progress in Science.	12p.	L1	ED 429 833
Parenting through Play for School Readiness: Interim Report of Year One. Research Findings.	48p.	L1	ED 429 663
Read Arizona.	402p.	L1	ED 429 605
Readers of the Round Table: The 1998 Joint Kentucky - Arizona Reading Program.	357p.	L1	ED 429 604
Reading: Revised Model of the Assessment.	30p.	L1	ED 429 285
School Violence and Student Achievement in Reading and Mathematics among Eighth Graders.	148p.	L1	ED 430 064
Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.	59p.	L1	ED 429 976
Sensational Summers: Reaching Your Community through Outreach Programming.	29p.	L1	ED 429 616
Spreading Their Wings: Seven Hundred and Sixty-Seven Parents Talk about Their Children's Home and Early Childhood Education Experiences. A Report for the Ministry of Education.	112p.	L1	ED 429 735
Structuring Support for Change in the Middle Years Literacy Program.	18p.	L1	ED 429 266
A Study of Achievement and Underachievement among Gifted, Potentially Gifted, and Average African-American Students.	87p.	L1	ED 429 394
Teacher In-Service Training, Technology, and Front-End Analysis. A Needs Assessment Report.	15p.	L1	ED 429 553
The Validation and Use of the TCBQ in Studying Secondary Science Classroom Interaction and Its Association with Students' Attitudinal and Cognitive Outcomes in Taiwan.	14p.	L1	ED 429 835
Writing: Revised Model of the Assessment. High School Test.	31p.	L1	ED 429 322

(171) Multilingual/Bilingual Materials

Francophone Minorities: Assimilation and Community Vitality = Minorite's francophones: assimilation et vitalite des communautes.	131p.	L1	ED 429 461
Francophones in Canada: A Community of Interests. New Canadian Perspectives = Les liens dans la francophonie canadienne.			

Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.	79p.	L1	ED 429 325
Making Connections: Interdisciplinary Lessons To Prepare Tomorrow's Citizens.	51p.	L1	ED 429 909
Math Mountain Sampler.	35p.	L1	ED 429 842
Mathematics. Rivers Curriculum Guide.	243p.	L3	ED 429 819
Michigan Educational Assessment Program (MEAP): Grades 5, 8, and 11. Michigan Writing Assessments, Released Writing Anchor Papers.	138p.	L1	ED 429 317
Near Home: Using Writing in the Study of Local History. Writing To Learn Video Series. Videotape.	0p.	L3	ED 429 313
A New Model of Teaching Pedagogy in CHISEL for the 21th Century.	10p.	L1	ED 429 450
Opening Borders.	29p.	L1	ED 429 468
Principles and Standards for School Mathematics: Discussion Draft.	335p.	L2	ED 429 844
Reader's Theatre: A "Theatrical Impulse" in the Classroom Performance of Literature.	10p.	L1	ED 429 294
Reading Helpers: A Handbook for Training Tutors.	170p.	L1	ED 429 707
Renaissance in the Heartland: The Indiana Experience--Images and Encounters. Pathways in Geography Series Title No. 20.	143p.	L1	ED 429 918
Resource Packet for New Michigan Educational Assessment Program (MEAP): Writing Assessments at Grade 5 & 8.	66p.	L1	ED 429 319
Resource Packet for the High School Proficiency Test in Communication Arts: Reading & Writing.	235p.	L1	ED 429 318
Soaring through the Universe. Astronomy through Children's Literature.	191p.	L3	ED 429 603
South Dakota Communication/Language Arts Content Standards.	42p.	L1	ED 429 311

Self-Efficacy Beliefs and Career Development. ERIC Digest No. 205.	4p.	L1	ED 429 187
Sexual Harassment Interventions. ERIC Digest No. 206.	4p.	L1	ED 429 188
Student Truancy. ERIC Digest, Number 125.	3p.	L1	ED 429 334
Teaching Children with Tourette Syndrome. ERIC Digest E570.	4p.	L1	ED 429 397
Teaching Critical Reflection. Trends and Issues Alerts.	4p.	L1	ED 429 177
Technological Proficiency as a Key to Job Security. Trends and Issues Alert No. 6.	4p.	L1	ED 429 212
Violence and Aggression in Children and Youth. ERIC/OSEP Digest E572.	4p.	L1	ED 429 419
American Sign Language as a Foreign Language. ERIC Digest.	4p.	L1	ED 429 464
Creativity in Adulthood. ERIC Digest No. 204.	4p.	L1	ED 429 186
Enriching Children's Out-of-School Time. ERIC Digest.	3p.	L1	ED 429 737
Functional Behavior Assessment and Behavior Intervention Plans. ERIC/OSEP Digest E571.	4p.	L1	ED 429 420
Girls and Violence. ERIC Digest Number 143.	4p.	L1	ED 430 069
Helping Children Master the Tricks and Avoid the Traps of Standardized Tests. ERIC Digest.	4p.	L1	ED 429 987
IDEA's Definition of Disabilities. ERIC Digest E560.	4p.	L1	ED 429 396
Implementing Looping. ERIC Digest, Number 123.	3p.	L1	ED 429 330
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.	4p.	L1	ED 429 633
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1999. ERIC Digest.	4p.	L1	ED 429 593

	14p.	L1	ED 429 437
Governmental Policies Affecting Community Colleges.	41p.	L1	ED 429 623
High Performance Learning Communities District 2. Report on Year One Implementation of School Learning Communities. High Performance Training Communities Project.	12p.	L1	ED 429 263
Implementation of Title I Schoolwide Projects and Their Impact on Schools. Spotlight on Student Success, No. 318.	4p.	L1	ED 430 074
Implementing IDEA '97 in the New Millennium. The Professional Development Leadership Academy: Enhancing Collaborative Partnerships for Systems Change.	8p.	L1	ED 429 774
Improvement to Emergence: An Organization-Environment Research Agenda for a Postsecondary Knowledge Industry.	27p.	L1	ED 429 518
Improving Basic Education for All Learners: The Role of Arts Education. SERVE Policy Brief.	12p.	L1	ED 429 917
Improving Research on Postsecondary Student Outcomes: A Review of the Strengths and Limitations of National Data Resources.	134p.	L1	ED 429 519
Incidental Education (for Women) in Rural Communities.	8p.	L1	ED 429 794
Increasing Native American Involvement in Gifted Programs through Authentic Discovery and Rural Linkages.	6p.	L1	ED 429 749
Interdisciplinary Courses and Curricula in the Community Colleges. ERIC Digest.	4p.	L1	ED 429 633
An Interdisciplinary Project and the American West.	15p.	L1	ED 429 871
International Distance Education: The Digital Communities Project.	12p.	L1	ED 429 504
The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.	7p.	L1	ED 429 546
An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.	77p.	L1	ED 429 830

20p. L1 ED 430 049

When Mothers Become Teachers: Effects of the Mothering Experience on Prospective Teachers.
21p. L1 ED 429 962

(143) Reports - Research

Academic Self-Concept of Japanese Female Private-High-School Students.
23p. L1 ED 430 000

Access Denied: Mandatory Expulsion Requirements and the Erosion of Educational Opportunity in Michigan.
46p. L2 ED 429 356

Accountability Systems: Performance Standards and Assessment.
13p. L1 ED 429 178

Acting on the Possible while Awaiting Perfection: The Effect of General Education Assessment at Public Two-Year Institutions of Higher Education in Tennessee.
207p. L1 ED 429 639

Adolescents' Drawings: A View of Their Worlds.
82p. L1 ED 429 881

The Adoption of Process Writing To Develop Learners' Competence in the Use of More Refined Forms of "But."
27p. L1 ED 429 458

The Affective and Academic Benefits for Mentors in a Minority Engineering Program.
17p. L1 ED 429 488

Agriculture Teachers' Perceptions of Integrating Science in Oregon Agricultural Science and Technology Programs.
14p. L1 ED 429 169

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences between On-Campus and Off-Campus Students.
24p. L1 ED 429 479

An Analysis of Final Grades for Selected Courses in the Farquhar Center for Undergraduate Studies: Differences between On-Campus Students and Off-Campus Students.
30p. L1 ED 429 481

An Analysis of Final Grades for Selected Courses in the Fischler Graduate School of Education and Human Services: Differences between On-Campus and Off-Campus Students.
26p. L1 ED 429 478

An Analysis of Final Grades for Selected Courses in the School of Business and Entrepreneurship: Differences between On-Campus and Off-Campus Students.
22p. L1 ED 429 477

Reading Instruction.	25p.	L1	ED 429 277
The Role of Siblings in the Development of Imitation.	9p.	L1	ED 429 717
The Roles of Paraeducators in a Rural-Remote State: Views of Administrators, Teachers, and Paras.	7p.	L1	ED 429 745
Rural Students Continuing Their Studies in University Contexts.	12p.	L1	ED 429 792
Safety Hazards in Child Care Settings. CPSC Staff Study.	6p.	L1	ED 429 727
School Effect Indices: Stability of One- and Two-Level Formulations.	20p.	L1	ED 430 029
Science Classroom Management Techniques Using Graphing Calculator Technology: A Collaborative Team Action Research Approach.	22p.	L1	ED 429 828
Science Subject Knowledge of Pre-Service Postgraduate Science Teachers.	24p.	L1	ED 429 836
Searching the Web: Expert-Novice Differences in a Problem Solving Context.	23p.	L1	ED 429 619
Self Efficacy and Cultural Awareness: A Study of Returned Peace Corps Teachers.	59p.	L1	ED 429 976
Self-Esteem in Rural Schools: Dreams and Aspirations.	25p.	L1	ED 429 789
Semiotic Processes in Women's Coordination of Work and Family.	10p.	L1	ED 429 730
Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students.	22p.	L1	ED 430 011
The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap.	25p.	L1	ED 429 825
The Socio-Economic Vitality of Official-Language Communities. New Canadian Perspectives.	134p.	L1	ED 429 444
Some Basic Writers, Some Modes of Representation, and Some Challenges in Learning To Write Scientific Discourse.	30p.	L1	ED 429 291

Influence of the Presence of Others and Ethnic Identity on Male African American Adolescents' Responses to Racial Discrimination.	39p.	L1	ED 430 065
Information Skills in the New Zealand Curriculum: A Blueprint for Education?	18p.	L1	ED 429 618
Innovative Hands-on Activities for Middle School Science.	7p.	L1	ED 429 814
An Inquiry into Teacher Concerns in Taiwan.	34p.	L2	ED 429 945
Instructional Design for the 21st Century: Towards a New Conceptual Framework.	11p.	L1	ED 429 583
Instructional Scaffolding Intervention and Concept Mapping Outcomes among Diverse Learners in a Pre-Service Educational Psychology Course: A Model for Developing Expertise in Writing Expressions of Conceptual Understanding.	40p.	L1	ED 429 943
Interaction in Interactive Television Instruction: Perception versus Reality.	21p.	L1	ED 429 590
Interface Design Issues for Web-Based Collaborative Learning Systems.	8p.	L1	ED 429 538
The Internet in School: The Shaping of Use by Organizational, Structural, and Cultural Factors.	6p.	L1	ED 429 545
The Intranet as a Cognitive Architecture for Training and Education: Basic Assumptions and Development Issues.	7p.	L1	ED 429 546
Intro through Internet Psychology.	5p.	L1	ED 429 258
An Investigation in Preparing Teacher Candidates To Make Connections between Science and Mathematics.	77p.	L1	ED 429 830
IRT Design for the School Achievement Indicators Program (SAIP).	15p.	L1	ED 430 040
Issues in National Assessment of Mathematics--the Transition to Higher Level Study.	17p.	L1	ED 430 038
The Knowledge Arena: A Learning Environment That Underpins Concept Mapping.	14p.	L2	ED 429 970

Nouvelles Perspectives Canadiennes.	112p.	L1	ED 429 441
How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.	10p.	L1	ED 429 664
How To Start a Family Day Care = Como Iniciar una Guarderia en El Hogar. Videotape and Viewer's Guide .	0p.	L3	ED 429 659
Languages in Canada 1996 Census. New Canadian Perspectives = Les langues au Canada Recensement de 1996. Nouvelles Perspectives Canadiennes.	221p.	L1	ED 429 442
The Maturing of a Profession: An Overview of Workplace Education Practitioner Development Opportunities = Une Profession en Plein Essor: Un apercu des possibilites de perfectionnement offertes aux practiciens de l'education en milieu de travail.	182p.	L1	ED 429 173
Minority-Language Educational Rights: The Implementation of Section 23 of the "Canadian Charter of Rights and Freedoms": Status Report. New Canadian Perspectives.	101p.	L1	ED 429 448
Official Languages in Canada: Changing the Language Landscape. New Canadian Perspectives = Les langues officielles au Canada: transformer le paysage linguistique. Nouvelles Perspectives Canadiennes.	198p.	L1	ED 429 440

AA - ERIC Processing and Reference Facility

AA001308	ED429167

CE - Adult, Career, and Vocational Education

CE077861	ED429168
CE078320	ED429169
CE078383	ED429170
CE078393	ED429171
CE078394	ED429172
CE078401	ED429173
CE078402	ED429174
CE078403	ED429175
CE078404	ED429176
CE078409	ED429177
CE078410	ED429178
CE078411	ED429179//
CE078413	ED429180
CE078414	ED429181
CE078415	ED429182
CE078418	ED429183
CE078424	ED429184
CE078425	ED429185
CE078427	ED429186
CE078428	ED429187
CE078429	ED429188
CE078430	ED429189
CE078435	ED429190
CE078436	ED429191
CE078437	ED429192
CE078438	ED429193
CE078439	ED429194
CE078442	ED429195
CE078444	ED429196
CE078445	ED429197
CE078446	ED429198
CE078447	ED429199
CE078448	ED429200
CE078449	ED429201
CE078450	ED429202
CE078451	ED429203
CE078452	ED429204
CE078453	ED429205
CE078454	ED429206
CE078455	ED429207
CE078456	ED429208
CE078457	ED429209
CE078458	ED429210
CE078459	ED429211
CE078460	ED429212
CE078461	ED429213
CE078462	ED429214//
CE078463	ED429215//
CE078465	ED429216//
CE078466	ED429217//
CE078467	ED429218
CE078475	ED429219//
CE078476	ED429220
CE078477	ED429221
CE078479	ED429222//
CE078482	ED429223
CE078484	ED429224

SP - Teaching and Teaching Education (continue)

SP038434	ED429943
SP038435	ED429944
SP038436	ED429945
SP038437	ED429946
SP038438	ED429947
SP038439	ED429948
SP038441	ED429949
SP038442	ED429950
SP038447	ED429951
SP038448	ED429952
SP038449	ED429953
SP038450	ED429954
SP038451	ED429955
SP038455	ED429956
SP038456	ED429957
SP038458	ED429958
SP038461	ED429959
SP038462	ED429960
SP038463	ED429961
SP038464	ED429962
SP038465	ED429963
SP038466	ED429964
SP038467	ED429965
SP038468	ED429966
SP038470	ED429967
SP038471	ED429968
SP038472	ED429969
SP038473	ED429970
SP038474	ED429971
SP038475	ED429972
SP038476	ED429973
SP038477	ED429974
SP038479	ED429975
SP038480	ED429976
SP038482	ED429977
SP038485	ED429978
SP038486	ED429979
SP038488	ED429980
SP038489	ED429981//
SP038490	ED429982//
SP038491	ED429983
SP038493	ED429984
SP038494	ED429985

TM - Assessment and Evaluation

TM029218	ED429986
TM029650	ED429987
TM029651	ED429988
TM029692	ED429989
TM029693	ED429990
TM029694	ED429991
TM029695	ED429992
TM029701	ED429993
TM029704	ED429994
TM029705	ED429995
TM029706	ED429996
TM029707	ED429997
TM029708	ED429998
TM029709	ED429999
TM029710	ED430000
TM029711	ED430001

CE078486	ED429225
CE078487	ED429226
CE078488	ED429227
CE078489	ED429228
CE078491	ED429229
CE078496	ED429230
CE078503	ED429231
CE078505	ED429232
CE078506	ED429233
CE078507	ED429234
CE078511	ED429235
CE078532	ED429236
CE078533	ED429237
CE078534	ED429238
CE078535	ED429239

CG - Counseling and Student Services

CG029031	ED429240
CG029032	ED429241
CG029106	ED429242//
CG029130	ED429243
CG029159	ED429244
CG029161	ED429245
CG029162	ED429246
CG029163	ED429247
CG029164	ED429248
CG029165	ED429249
CG029166	ED429250
CG029167	ED429251
CG029168	ED429252
CG029175	ED429253
CG029176	ED429254
CG029208	ED429255
CG029214	ED429256
CG029215	ED429257
CG029218	ED429258
CG029221	ED429259
CG029222	ED429260
CG029223	ED429261
CG029226	ED429262

CS - Reading, English, and Communication

CS013434	ED429263
CS013435	ED429264
CS013436	ED429265
CS013449	ED429266
CS013511	ED429267
CS013512	ED429268
CS013517	ED429269
CS013518	ED429270
CS013519	ED429271
CS013520	ED429272
CS013521	ED429273
CS013522	ED429274
CS013523	ED429275
CS013524	ED429276
CS013529	ED429277
CS013530	ED429278
CS013531	ED429279
CS013532	ED429280
CS013533	ED429281
CS013534	ED429282

TM029712	ED430002
TM029714	ED430003
TM029717	ED430004
TM029718	ED430005
TM029719	ED430006
TM029720	ED430007
TM029721	ED430008
TM029722	ED430009
TM029723	ED430010
TM029724	ED430011
TM029725	ED430012
TM029726	ED430013
TM029727	ED430014
TM029728	ED430015
TM029729	ED430016
TM029730	ED430017
TM029731	ED430018
TM029732	ED430019
TM029733	ED430020
TM029734	ED430021
TM029735	ED430022
TM029736	ED430023
TM029737	ED430024
TM029738	ED430025
TM029739	ED430026
TM029740	ED430027
TM029771	ED430028
TM029773	ED430029
TM029774	ED430030
TM029775	ED430031
TM029776	ED430032
TM029777	ED430033
TM029778	ED430034
TM029779	ED430035
TM029780	ED430036
TM029781	ED430037
TM029782	ED430038
TM029783	ED430039
TM029784	ED430040
TM029785	ED430041
TM029786	ED430042
TM029787	ED430043
TM029788	ED430044
TM029789	ED430045
TM029790	ED430046
TM029791	ED430047
TM029792	ED430048
TM029793	ED430049
TM029794	ED430050
TM029796	ED430051
TM029797	ED430052
TM029798	ED430053
TM029799	ED430054

UD - Urban Education

UD032894	ED430055
UD032895	ED430056
UD032896	ED430057
UD032898	ED430058
UD032900	ED430059
UD032901	ED430060
UD032902	ED430061
UD032904	ED430062

CS013536	ED429283
CS013543	ED429284
CS013544	ED429285
CS013545	ED429286
CS013546	ED429287
CS216586	ED429288
CS216618	ED429289
CS216619	ED429290
CS216623	ED429291
CS216635	ED429292
CS216636	ED429293
CS216637	ED429294
CS216638	ED429295
CS216640	ED429296
CS216642	ED429297
CS216643	ED429298
CS216645	ED429299
CS216646	ED429300
CS216648	ED429301
CS216651	ED429302
CS216652	ED429303
CS216653	ED429304
CS216654	ED429305
CS216655	ED429306
CS216657	ED429307
CS216658	ED429308
CS216672	ED429309
CS216673	ED429310
CS216674	ED429311
CS216675	ED429312
CS216678	ED429313//
CS216682	ED429314
CS216684	ED429315
CS216686	ED429316
CS216687	ED429317
CS216688	ED429318
CS216689	ED429319
CS216690	ED429320
CS216691	ED429321//
CS216693	ED429322
CS510031	ED429323
CS510032	ED429324
CS510044	ED429325
CS510049	ED429326
CS510052	ED429327
CS510053	ED429328

EA - Educational Management

EA029381	ED429329
EA029522	ED429330
EA029644	ED429331
EA029665	ED429332//
EA029709	ED429333
EA029712	ED429334
EA029732	ED429335
EA029733	ED429336
EA029734	ED429337
EA029735	ED429338
EA029738	ED429339
EA029739	ED429340
EA029742	ED429341
EA029743	ED429342
EA029746	ED429343

UD032905	ED430063
UD032906	ED430064
UD032907	ED430065
UD032908	ED430066
UD032910	ED430067
UD032911	ED430068
UD032912	ED430069
UD032913	ED430070//
UD032916	ED430071
UD032920	ED430072
UD032924	ED430073
UD032925	ED430074

EA029747	ED429344
EA029748	ED429345
EA029749	ED429346
EA029750	ED429347
EA029751	ED429348
EA029754	ED429349
EA029755	ED429350//
EA029758	ED429351
EA029760	ED429352
EA029761	ED429353
EA029762	ED429354//
EA029763	ED429355
EA029766	ED429356
EA029767	ED429357
EA029769	ED429358
EA029770	ED429359
EA029771	ED429360
EA029772	ED429361
EA029773	ED429362
EA029775	ED429363
EA029778	ED429364
EA029779	ED429365
EA029780	ED429366
EA029781	ED429367
EA029782	ED429368
EA029783	ED429369//
EA029784	ED429370
EA029785	ED429371

EC - Disabilities and Gifted Education

EC307019	ED429372
EC307021	ED429373
EC307101	ED429374
EC307107	ED429375
EC307109	ED429376
EC307110	ED429377
EC307111	ED429378
EC307113	ED429379
EC307114	ED429380
EC307115	ED429381
EC307116	ED429382
EC307117	ED429383
EC307118	ED429384
EC307119	ED429385
EC307120	ED429386
EC307121	ED429387
EC307126	ED429388
EC307127	ED429389
EC307128	ED429390
EC307129	ED429391
EC307130	ED429392
EC307131	ED429393
EC307132	ED429394
EC307133	ED429395
EC307134	ED429396
EC307135	ED429397
EC307137	ED429398
EC307138	ED429399
EC307139	ED429400//
EC307140	ED429401
EC307141	ED429402
EC307143	ED429403
EC307144	ED429404

EC307146	ED429405
EC307147	ED429406
EC307148	ED429407
EC307149	ED429408
EC307150	ED429409
EC307151	ED429410
EC307152	ED429411
EC307156	ED429412
EC307160	ED429413
EC307161	ED429414
EC307162	ED429415
EC307164	ED429416
EC307165	ED429417//
EC307166	ED429418
EC307167	ED429419
EC307168	ED429420
EC307169	ED429421
EC307170	ED429422
EC307171	ED429423

EF - Eric Facility

EF005110	ED429424
EF005111	ED429425
EF005112	ED429426
EF005138	ED429427
EF005319	ED429428
EF005321	ED429429
EF005325	ED429430
EF005326	ED429431
EF005340	ED429432
EF005345	ED429433
EF005346	ED429434

FL - Language and Linguistics

FL024636	ED429435
FL024816	ED429436
FL025412	ED429437
FL025708	ED429438
FL025746	ED429439
FL025786	ED429440
FL025787	ED429441
FL025788	ED429442
FL025789	ED429443
FL025790	ED429444
FL025791	ED429445
FL025792	ED429446
FL025794	ED429447
FL025795	ED429448
FL025798	ED429449
FL025800	ED429450
FL025801	ED429451
FL025802	ED429452
FL025804	ED429453//
FL025805	ED429454
FL025806	ED429455//
FL025808	ED429456
FL025809	ED429457
FL025810	ED429458
FL025811	ED429459
FL025812	ED429460
FL025813	ED429461
FL025814	ED429462

FL025815	ED429463
FL025835	ED429464
FL801299	ED429465
FL801300	ED429466
FL801302	ED429467
FL801303	ED429468

HE - Higher Education

HE031844	ED429469
HE031845	ED429470
HE031846	ED429471
HE031847	ED429472
HE031848	ED429473
HE031849	ED429474
HE031850	ED429475
HE031851	ED429476
HE031852	ED429477
HE031853	ED429478
HE031854	ED429479
HE031855	ED429480
HE031856	ED429481
HE031857	ED429482
HE031858	ED429483
HE031933	ED429484
HE031934	ED429485
HE031935	ED429486
HE031936	ED429487
HE031937	ED429488
HE031938	ED429489
HE031939	ED429490
HE031940	ED429491
HE031941	ED429492
HE031942	ED429493
HE031943	ED429494
HE031944	ED429495
HE031945	ED429496
HE031946	ED429497
HE031947	ED429498
HE031991	ED429499
HE031992	ED429500
HE031993	ED429501
HE031994	ED429502
HE031995	ED429503
HE031996	ED429504
HE031997	ED429505
HE031998	ED429506
HE031999	ED429507
HE032000	ED429508
HE032001	ED429509
HE032002	ED429510
HE032003	ED429511
HE032004	ED429512
HE032005	ED429513
HE032006	ED429514
HE032007	ED429515
HE032008	ED429516//
HE032009	ED429517
HE032010	ED429518
HE032011	ED429519
HE032012	ED429520
HE032013	ED429521
HE032014	ED429522
HE032017	ED429523

HE032019	ED429524
HE032020	ED429525

IR - Information and Technology

IR019434	ED429526
IR019435	ED429527
IR019436	ED429528
IR019437	ED429529
IR019438	ED429530
IR019439	ED429531
IR019440	ED429532
IR019441	ED429533
IR019442	ED429534
IR019443	ED429535
IR019444	ED429536
IR019445	ED429537
IR019446	ED429538
IR019447	ED429539
IR019448	ED429540
IR019449	ED429541
IR019450	ED429542
IR019451	ED429543
IR019452	ED429544
IR019453	ED429545
IR019454	ED429546
IR019455	ED429547
IR019456	ED429548
IR019457	ED429549
IR019458	ED429550
IR019460	ED429551
IR019461	ED429552
IR019462	ED429553
IR019463	ED429554
IR019464	ED429555
IR019465	ED429556
IR019466	ED429557
IR019467	ED429558
IR019468	ED429559
IR019469	ED429560
IR019470	ED429561
IR019471	ED429562
IR019510	ED429563
IR019511	ED429564
IR019512	ED429565
IR019513	ED429566
IR019528	ED429567
IR019529	ED429568
IR019530	ED429569
IR019531	ED429570
IR019532	ED429571
IR019533	ED429572
IR019534	ED429573
IR019535	ED429574
IR019536	ED429575
IR019537	ED429576
IR019538	ED429577
IR019539	ED429578
IR019540	ED429579
IR019541	ED429580
IR019542	ED429581
IR019543	ED429582
IR019544	ED429583
IR019545	ED429584

IR019546	ED429585
IR019547	ED429586
IR019548	ED429587
IR019549	ED429588
IR019550	ED429589
IR019551	ED429590
IR019552	ED429591
IR019553	ED429592
IR019554	ED429593
IR019555	ED429594
IR019571	ED429595
IR019572	ED429596//
IR019573	ED429597//
IR019574	ED429598//
IR057312	ED429599//
IR057313	ED429600//
IR057317	ED429601
IR057318	ED429602//
IR057319	ED429603//
IR057328	ED429604
IR057329	ED429605
IR057330	ED429606
IR057331	ED429607//
IR057332	ED429608//
IR057334	ED429609
IR057335	ED429610
IR057336	ED429611//
IR057337	ED429612//
IR057338	ED429613//
IR057340	ED429614
IR057341	ED429615
IR057342	ED429616
IR057343	ED429617
IR057344	ED429618
IR057345	ED429619
IR057346	ED429620
IR057347	ED429621
IR057352	ED429622

JC - Community Colleges

JC990188	ED429623
JC990189	ED429624
JC990190	ED429625
JC990191	ED429626
JC990194	ED429627
JC990195	ED429628
JC990196	ED429629
JC990197	ED429630
JC990200	ED429631
JC990205	ED429632
JC990206	ED429633
JC990207	ED429634
JC990208	ED429635
JC990209	ED429636
JC990210	ED429637
JC990211	ED429638
JC990213	ED429639
JC990216	ED429640
JC990217	ED429641
JC990219	ED429642
JC990221	ED429643
JC990225	ED429644
JC990226	ED429645

JC990227	ED429646
JC990228	ED429647
JC990229	ED429648
JC990230	ED429649
JC990231	ED429650
JC990232	ED429651
JC990233	ED429652
JC990236	ED429653
JC990240	ED429654
JC990241	ED429655
JC990247	ED429656
JC990250	ED429657

PS - Elementary and Early Childhood Education

PS026531	ED429658
PS026549	ED429659//
PS026880	ED429660
PS026914	ED429661//
PS026915	ED429662//
PS027054	ED429663
PS027071	ED429664
PS027174	ED429665//
PS027268	ED429666//
PS027303	ED429667
PS027304	ED429668
PS027311	ED429669
PS027312	ED429670
PS027313	ED429671
PS027314	ED429672
PS027315	ED429673
PS027353	ED429674//
PS027374	ED429675
PS027375	ED429676
PS027386	ED429677//
PS027398	ED429678
PS027406	ED429679
PS027412	ED429680
PS027423	ED429681
PS027427	ED429682
PS027432	ED429683
PS027436	ED429684
PS027441	ED429685
PS027446	ED429686
PS027447	ED429687
PS027464	ED429688
PS027465	ED429689
PS027466	ED429690
PS027469	ED429691
PS027493	ED429692
PS027503	ED429693
PS027508	ED429694
PS027509	ED429695
PS027515	ED429696//
PS027516	ED429697
PS027517	ED429698
PS027518	ED429699//
PS027519	ED429700
PS027521	ED429701
PS027522	ED429702
PS027523	ED429703
PS027526	ED429704
PS027527	ED429705
PS027528	ED429706

PS027529	ED429707
PS027531	ED429708
PS027533	ED429709
PS027534	ED429710
PS027535	ED429711
PS027536	ED429712
PS027537	ED429713
PS027538	ED429714
PS027539	ED429715
PS027540	ED429716
PS027541	ED429717
PS027542	ED429718
PS027543	ED429719
PS027544	ED429720
PS027545	ED429721
PS027547	ED429722
PS027548	ED429723
PS027549	ED429724
PS027550	ED429725
PS027551	ED429726
PS027552	ED429727
PS027553	ED429728
PS027572	ED429729
PS027576	ED429730
PS027580	ED429731
PS027594	ED429732
PS027595	ED429733
PS027596	ED429734
PS027604	ED429735
PS027605	ED429736
PS027626	ED429737

RC - Rural Education and Small Schools

RC021888	ED429738
RC021889	ED429739
RC021890	ED429740
RC021891	ED429741
RC021892	ED429742
RC021893	ED429743
RC021894	ED429744
RC021895	ED429745
RC021896	ED429746
RC021897	ED429747
RC021898	ED429748
RC021899	ED429749
RC021900	ED429750
RC021901	ED429751
RC021902	ED429752
RC021903	ED429753
RC021904	ED429754
RC021905	ED429755
RC021906	ED429756
RC021907	ED429757
RC021908	ED429758
RC021909	ED429759
RC021910	ED429760
RC021911	ED429761
RC021912	ED429762
RC021913	ED429763
RC021914	ED429764
RC021915	ED429765
RC021916	ED429766
RC021917	ED429767

RC021918	ED429768
RC021919	ED429769
RC021920	ED429770
RC021921	ED429771
RC021922	ED429772
RC021923	ED429773
RC021924	ED429774
RC021925	ED429775
RC021926	ED429776
RC021927	ED429777
RC021928	ED429778
RC021929	ED429779
RC021930	ED429780
RC021931	ED429781
RC021932	ED429782
RC021933	ED429783
RC021934	ED429784
RC021935	ED429785
RC021936	ED429786
RC021937	ED429787
RC021943	ED429788
RC021944	ED429789
RC021945	ED429790
RC021946	ED429791
RC021947	ED429792
RC021948	ED429793
RC021949	ED429794
RC021950	ED429795
RC021951	ED429796
RC021952	ED429797
RC021953	ED429798
RC021954	ED429799

SE - Science, Mathematics, and Environmental Education

SE061869	ED429800
SE061943	ED429801
SE061985	ED429802//
SE061999	ED429803//
SE062014	ED429804
SE062015	ED429805
SE062021	ED429806
SE062036	ED429807
SE062038	ED429808
SE062079	ED429809//
SE062101	ED429810
SE062103	ED429811
SE062251	ED429812
SE062252	ED429813
SE062350	ED429814
SE062359	ED429815
SE062377	ED429816
SE062378	ED429817
SE062379	ED429818
SE062380	ED429819//
SE062381	ED429820
SE062382	ED429821
SE062383	ED429822
SE062384	ED429823
SE062386	ED429824
SE062387	ED429825
SE062389	ED429826
SE062390	ED429827
SE062391	ED429828

SE062392	ED429829
SE062393	ED429830
SE062394	ED429831
SE062395	ED429832
SE062396	ED429833
SE062397	ED429834
SE062398	ED429835
SE062399	ED429836
SE062411	ED429837
SE062412	ED429838
SE062413	ED429839
SE062415	ED429840
SE062471	ED429841
SE062472	ED429842
SE062487	ED429843
SE062493	ED429844
SE062531	ED429845
SE062544	ED429846
SE062546	ED429847
SE062552	ED429848

SO - Social Studies/Social Science Education

SO027600	ED429849
SO029095	ED429850
SO029127	ED429851
SO029128	ED429852
SO029147	ED429853
SO029159	ED429854
SO029178	ED429855
SO029181	ED429856
SO029197	ED429857
SO029208	ED429858
SO029235	ED429859
SO029251	ED429860
SO029366	ED429861//
SO029400	ED429862
SO029409	ED429863//
SO029420	ED429864
SO029421	ED429865
SO029422	ED429866
SO029423	ED429867
SO029424	ED429868
SO029425	ED429869
SO029426	ED429870
SO029427	ED429871
SO029428	ED429872
SO029429	ED429873
SO029430	ED429874
SO029434	ED429875
SO029454	ED429876
SO029456	ED429877
SO029489	ED429878
SO029531	ED429879
SO029609	ED429880
SO029618	ED429881
SO029643	ED429882
SO029644	ED429883
SO029688	ED429884
SO029717	ED429885
SO029738	ED429886
SO029826	ED429887//
SO029827	ED429888//
SO029828	ED429889//

SO029875	ED429890
SO030565	ED429891
SO030569	ED429892
SO030570	ED429893
SO030571	ED429894
SO030572	ED429895
SO030575	ED429896
SO030576	ED429897
SO030583	ED429898
SO030584	ED429899
SO030597	ED429900
SO030598	ED429901
SO030599	ED429902
SO030600	ED429903
SO030602	ED429904
SO030603	ED429905
SO030604	ED429906
SO030605	ED429907
SO030606	ED429908
SO030611	ED429909
SO030641	ED429910
SO030649	ED429911
SO030662	ED429912
SO030663	ED429913
SO030671	ED429914
SO030684	ED429915
SO030716	ED429916
SO030732	ED429917
SO030734	ED429918
SO030763	ED429919
SO030783	ED429920
SO030784	ED429921
SO030810	ED429922
SO030811	ED429923
SO030834	ED429924
SO030835	ED429925
SO030856	ED429926
SO030857	ED429927
SO030889	ED429928
SO030923	ED429929

SP - Teaching and Teaching Education

SP038418	ED429930
SP038419	ED429931
SP038420	ED429932
SP038421	ED429933
SP038422	ED429934//
SP038423	ED429935//
SP038424	ED429936//
SP038425	ED429937//
SP038426	ED429938
SP038427	ED429939
SP038430	ED429940
SP038432	ED429941
SP038433	ED429942